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ABSTRACT

This publication contains the proceedings of a Pacific Regional Conference held in Fiji by teachers to discuss family life education and the responsibility of teacher organizations. The purposes of the conference were twofold. First, the conference was intended to make teachers more aware of the need for family life education (FLE): to provide them with an opportunity to exchange ideas on its aims and scope: and to help them consider ways and means which can be adopted in their countries for promoting FLE at all grade levels. Part one of the publication contains excerpts of papers discussing the scope of FLE: linkage between family welfare and family planning: and family life education in Australia, the Cook Islands, New Zealand, Papua New Guinea, Tonga, and Tuvalu. The papers in part two of the publication reflect the second purpose of the conference which was to study the aims, rights, and obligations of teachers' organizations. If teachers are to be agents of educational change, they need to be organized. They also need to be organized if they are to secure for themselves the rights to which they as teachers and citizens of their respective countries are entitled. Part three of the publication contains resolutions passed. (Author/RM)

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THIRD WCOTP PACIFIC REGIONAL CONFERENCE

FAMILY LIFE EDUCATION

AIMS, RIGHTS AND RESPONSIBILITIES OF TEACHER ORGANISATIONS

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NASINU TEACHERS' COLLEGE

SAMABULA, SUVA

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7 - 13 DECEMBER 1980

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WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION
(WCOTP/CMOPE) 5, Avenue du Moulin, 1110 Morges, Switzerland

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The cover design on this report was taken from the journal of the Papua New Guinea Teachers' Association, Towards the Future 1978. The design was made by a student at Port Moresby Teachers' College.

INTRODUCTION

At a Regional Seminar held in Nairobi, Kenya, in 1974, under the auspices of the Unesco-UNICEF Co-operative Programme an attempt was made at clarifying the concept of basic education. The Seminar suggested a "minimum package" of essential learning needs which included functional literacy and numeracy, positive attitudes, a scientific outlook, fundamental knowledge and skills for raising a family, earning a living and civic participation. (The underlining is ours). Though this seminar was held in Africa the "minimum package" is relevant for many regions of the world and elements such as functional literacy and numeracy, earning a living and civic participation have become regular components of various forms of basic education in almost all countries. One of the learning needs which has not received adequate attention, in spite of its importance, is the"fundamental knowledge and skills for raising a family". With a few exceptions it does not as yet form an integral element in formal school curricula nor is sufficient attention being paid to it in the many ingenious expedients which are being tried as alternatives to schooling. Hence one of the aims of the WCOTP Conference in Fiji was to make teachers more aware of the need for "Family Life Education" (FLE) and to provide them with an opportunity to exchange ideas on its aims and scope and consider ways and means which can be adopted in their countries for promoting FLE at every level of the educational process.

If teachers are to be agents of educational change they need to be organized. They also need to be organized if they are to secure for themselves the rights to which they as teachers and citizens of their respective countries are entitled. Hence the second part of the Conference was devoted to a study of the Aims, Rights and Obligations of Teachers' Organizations. The opportunity was also used to examine the problems which teachers in countries consisting of scattered islands face in the organization and the functioning of a national movement for the protection of their rights and freedoms.

The two aims of the Conference were achieved in the sense that a programme of this kind is not designed to produce a blue print which the delegates have to implement on their return. The Conference was planned to make teachers aware of the issues involved, to make possible an exchange of views and to stimulate them to take appropriate action when they go back to their countries.

WCOTP wishes to take this occasion to formally express its gratitude to the Government of Fiji for its interest and encouragement, to His Worship the Major of Suva for his cordial welcome and hospitality, to the Principal of the Nasinu Teachers' College and his staff for the facilities provided and to the

guest speakers namely Mr. E.V. Kacimaiwai, Permanent Secretary for Education, Fiji; Mr. Reuben Dudley, ILO Adviser on Labour and Population; Miss Janice Fordham, Representative of the International Planned Parenthood Federation, and Dr. Subas Chandra of the University of the South Pacific.

WCOTP also records its thanks to Miss Janice Fordham and the delegates of the Australian Teachers' Federation, the New Zealand Educational Institute and the New Zealand Post Primary Teachers' Association who acted as Resource Persons in the Work Groups. Reference must also be made of the extent to which the International Peacesat Consortium was helpful in maintaining communication between the organizers in the South Pacific and the scattered islands in the region. Without such communication it would not have been easy to get such a representative group of South Pacific islanders to the Conference. Finally we have to acknowledge that words cannot express adequately our appreciation of the co-operation WCOTP received from the two host organizations: The Fijian Teachers' Association and the Fiji Teachers' Union.

We end this "Introduction" with an appeal to all teacher organizations, not only in the Pacific region but also elsewhere to consider seriously the need for, and ways and means by which, effective education for family life can be promoted in their respective countries.

L.H. Horace Perera
Special Assistant for
Asia and the South Pacific

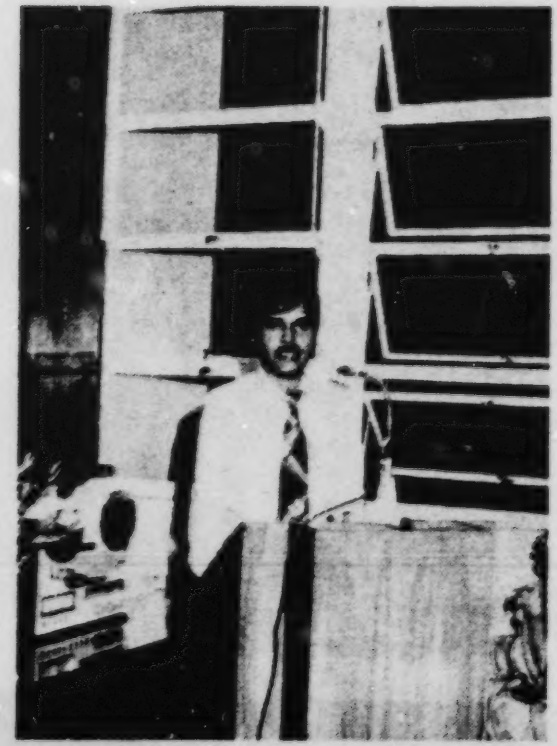
John M. Thompson
Secretary General

PART I

FAMILY LIFE EDUCATION

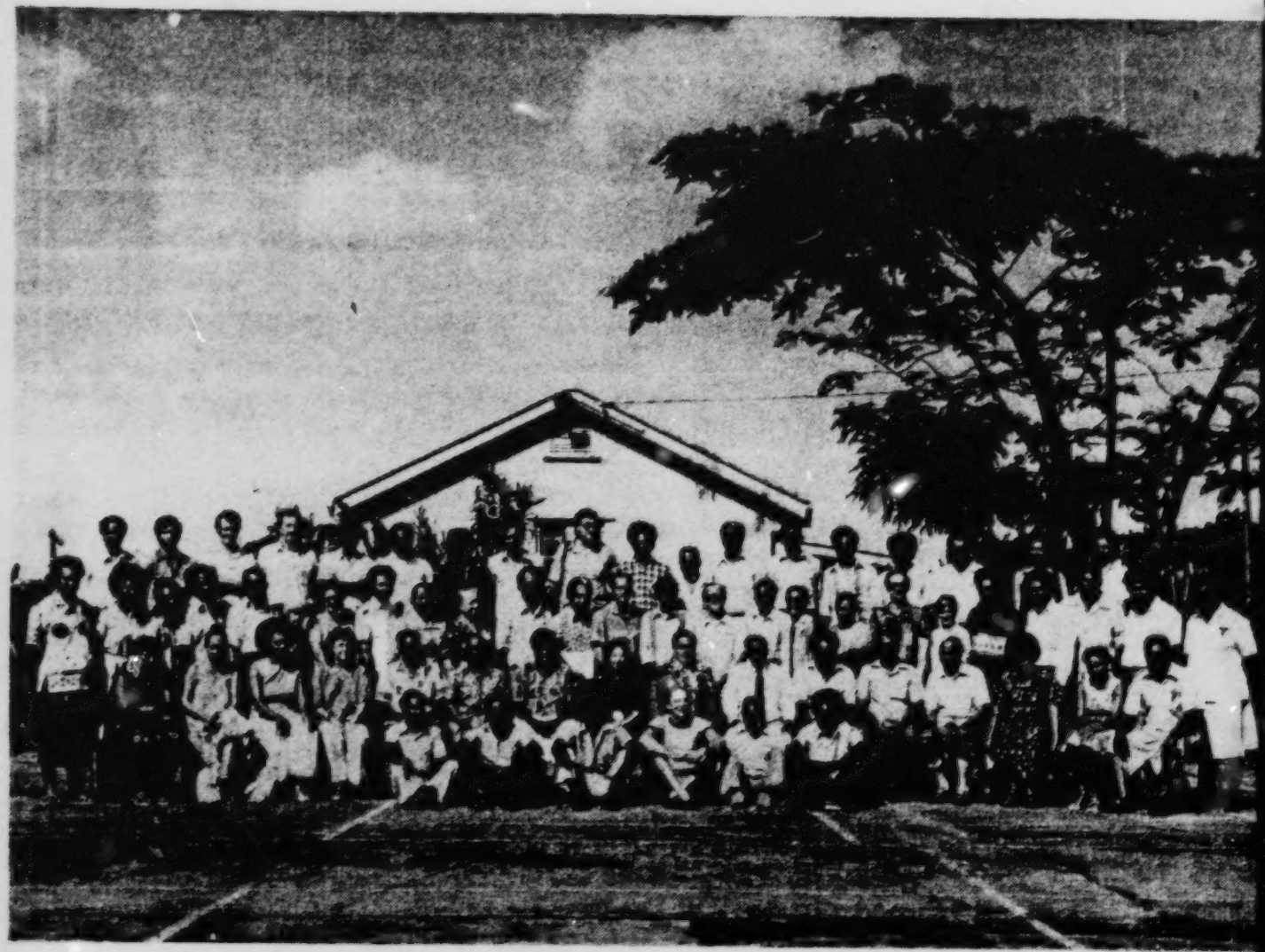
Mr. E.V. Kacimaiwai, Permanent Secretary for Education, Fiji, delivers the Inaugural Address

Mr. Motofumi Makieda, President WCOTP, delivers the Presidential Address



His Worship the Mayor of Suva welcomes the delegates

Mr. S.N. Kanhai, WCOTP Executive Member, proposes the vote of thanks



Participants in the Pacific Regional Conference

CHAPTER I

THE OPENING CEREMONY

The "ceremony" began at 9 am on Monday 8 December 1980 with Mr. Joeli Kalou, President of the Fijian Teachers' Association in the chair.

Mr. Kalou speaking on behalf of the Host Organisations welcomed the chief guest, Mr. E.V. Kacimaiwai, the Permanent Secretary for Education of Fiji, all the delegates to the Conference, and the members of the general public. He introduced the chief guest and invited him to deliver the inaugural address and formally declare the Conference open.

INAUGURAL ADDRESS

Mr. E.V. Kacimaiwai
Permanent Secretary for
Education, Fiji

1. Need to identify educational ends

A characteristic of our way of life today is speed. The pace at which we are hurrying along at work, at home, in our travel, in our conversation, our thinking and in our living generally was undreamt of in the past. But when we stop to reflect upon the motives for and direction in which we are moving, it is not always easy to see a conscious purpose that is directing our progress - or a clear notion of the goal or the goals towards which we are hurrying. Indeed, there is a danger that such hurrying may become an end in itself and not a means to an end. If true progress is to be attained it is essential that we should aim at the highest and the best we can perceive and our goal should be sufficiently strong to guide us resolutely towards its achievement.

This is also true of education in its widest sense or in the context of learning through total experiencing, for it is through this process of experiencing that man givesdirection to each successive generation starting out in life. It is not enough for us to only devise the means of education and elaborate them with all the modern aids we have. It is for us to identify the ends of education and then to go on to discover the best means of achieving these ends.

2. Develop child's full potential

We are, of course, aware that each individual is unique and significant as a person and has a unique contribution to make to

the life of the community and social progress. Our aim should therefore be to develop the child fully to make an effective contribution to society. But in order that children may be able to make this contribution, they must be free to develop to their full potential and their welfare must also be the concern of the community - the community which includes one's family. The possession of the freedom to pursue one's goals in life or in education is a significant factor for personal achievement and satisfaction. Thus the community generally, or the family as a part of that community, has an important role to play in ensuring that there are no economic and social constraints to this freedom of learning. When all these constraints are removed, then the individual will grow up fully satisfied and motivated to attain the "good life", which to me means an appreciation of, and a striving after, what is good and honest and beautiful - a striving that brings joy that is more profound than happiness, it means tolerance and kindness, the capacity to love, to serve, to give and to accept.

To me the "good life" after which we should strive also means courage and endurance and a good sense of humour. It means the ability to enjoy solitude and also to share in the simple pleasures of the crowd. It means a delight in creating and in craftsmanship. It means also the awareness of our dependence on the soil and on one another. It means an appreciation of the past and present and a looking forward to the future with resoluteness.

Education is therefore much more than teaching the children to acquire certain skills and to learn certain facts. It must be concerned with the "whole child": his physical, mental and spiritual growth, his feelings, his attitudes and his relationships, his character and his personality. Education is concerned with the child as an individual, with his innate tendencies, traits and potentialities. Education is concerned with the child as a potential member of society - having certain rights and privileges as well as duties and responsibilities. It is concerned with a child's growth towards a satisfying life. In this process, the child learns from life itself, as Pestalozzi correctly observed because "life educates".

3. Family, a unique location for education

Therefore in its broadest context, the education of the child cannot be undertaken entirely or even primarily by the school, although the school will play an important part in it. It is well known that the education of a child is well advanced by the time he or she gets to school, and as such a child's education is the sum-total of its experiences which begin at birth and continue through life. Education therefore is concerned with the whole child and with the whole of

his experience - whether in the school, or home, whether at firsthand through his own sensory perception and feeling or secondhand through the spoken or written word, pictures, diagrams or symbols. Education is concerned with nurturing a child and the fostering of his natural growth to allow him to develop fully in body, mind and spirit. It is concerned with learning to be a member of society and with acquiring the traditional skills, knowledge and wisdom that identify the child culturally.

In such a wide context, the school does not provide the child's total experience. The home or the family provides a unique location for experiencing and learning. Not only does the child feel confident and loved at his own home, the home also provides the security which is so important for effective learning. It is in the home that the child first learns to interact with others and begins to adapt to them and their expectations. It is at home that he is moulded to be acceptable to society. It is with his family that the child begins to learn to live.

The objectives and purpose which individual society will emphasise in its education system will differ. And this is to be expected for they will take into account the aspirations of their own people. But the fundamental purpose remains in all these societies that - formally or informally - the child is being educated for living.

An important aspect of education today is the tremendous change to which the young generations are subjected. Our own personal and group expectations are changing continuously as a result of the unprecedented developments in science, in the arts, in moral values, in technology or in education itself. Thus the new pressures that we face in learning to live ourselves, also put new responsibilities and challenges on us as adults about the education of our children.

I have spoken at length on the need to be aware that education is total experiencing and as such it takes into account a child's experience from birth. In such a context the school cannot be held accountable for all our children's failures or successes. The home is an important environment for learning. And I am reminded by the words of Pestalozzi that:

> "It is in the sanctity of the home, where nature herself makes full provision for harmony and direction in the development of human capacities, that we seek the starting point of our science of education."

4. Responsibility of adults

In the majority of cases the greater part of a child's life is spent in the home and it is here that the close relationship between individuals give to the child's experience a deep emotional content seldom found elsewhere in the early years. Home life is particularly significant to the child in his early years and must be considered as the main sphere of educational influence for him at this time. If this is true, then we as adults have a tremendously important responsibility - which is the responsibility of ensuring that we must provide the kind of home that will generate the freedom that will allow the full development of our children. For our failure to do so will result in the growth of unbalanced attitudes, in biases, in unbecoming behaviour, in greater and more sophisticated social problems, and in some countries, in a substantial drain in national resources. So it could be said that the quality of the home environment has a direct influence on the effectiveness of the learning of our children and thus on the quality of their education.

The quality of the home life and its effects on the child varies according to economic circumstances, the ability and the attitudes of parents and the relationships between the members of the family. Economic circumstances are not an index of good home life, but they may be important in certain respects. They will determine the relative availability of the amenities and facilities for education.

During the early years, children's interests are centred with their parents and their faith in them is unshaken. Their standards in all matters affecting the family make a deep impression upon him, thus imitate them and acquire their standards in all aspects of life - whether profound or trivial, in spiritual and religious matters, in socialisation and in their service to the community.

5. Current relevance of theme

In the light of this, I believe that the theme for this Conference has great relevance to life today. Your theme presupposes that the family has a vital role to play in the development of the total experience of the child. It also presupposes that the "family", as an institution, must be preserved and it pre-empts that the family must provide a sound basis for education. It must also reinforce the formal education of our children. If the family is expected to be the centre for the continuing education of the child, then it must also be expected that it will provide this function on a continuous basis if it must have real meaning in life. This is probably the greatest challenge that we face today in this particular educational

area for in the face of deteriorating family life - can we provide the continuity needed for it to be the stable base for the education of our children. I hope your Conference will deliberate on this fully.

In concluding I wish the Conference great success and have great pleasure now in declaring your Conference officially open.

* * *

The Hon. S.N. Kanhai, President of the Fiji Teachers' Union, then introduced Mr. Motofumi Makieda, President of WCOTP and invited him to deliver the presidential address. Mr. Kanhai referred in flowing terms to Mr. Makieda's qualities as a great teacher leader and also as a recognized trade union leader.

PRESIDENTIAL ADDRESS

Mr. Motofumi Makieda
President WCOTP

I must tell you sincerely that coming from Japan where it is winter now I am very happy today to be with you all. In fact, this is not my first visit, as President of WCOTP, to the South Pacific. This is certainly my first visit, in my capacity as President of the Confederation, to these beautiful islands that make up the country of Fiji. When I came to Papua New Guinea for the Second WCOTP Pacific Regional Conference in 1978 and also during the two days since my arrival in Fiji the day before yesterday I received on each occasion a welcome characteristic of the great culture and tradition of the country. It was as warm as your climate and as fragrant as the scent of the beautiful flowers that fill the air of the countries in this region.

1. WCOTP's interest in teachers

The Conferences we have held in the South Pacific bear out fully WCOTP's philosophy and policy. The only large organisations in this region are in Australia, New Zealand, Papua New Guinea and Fiji. The other countries or groups of islands have teacher populations ranging from 500 to about one hundred Size and numbers do not count. Wherever there is education, and therefore wherever there are teachers, however small their number may be, WCOTP is interested and is only too ready to help in every way it can. This interest of WCOTP is also borne out by our programme in the Caribbean islands irrespective of their size or wealth. Of course, the cost of bringing teachers from far-flung islands together can be high, but that is a relatively

small sum when we consider the contribution meetings of this kind can make to the development of education and to the enhancement of the status and the protection of the rights of the teachers.

2. Generosity of Fiji's teachers

Before I proceed I must on my own behalf and on behalf of the five million members of WCOTP express our very high appreciation to our hosts in Fiji for agreeing so willingly to host this Conference and for their warm and generous hospitality. By doing this, and this is the second time they have done so in four years - they are helping in a significant way to promote the aims and ideals of our Confederation.

I have also to say that, as you know, the Hon. S.N. Kanhai of your country was elected member of the WCOTP Executive Committee at the 28th WCOTP Assembly of Delegates held in August this year in Brazil. I am sure that he will play an important role during this South Pacific Regional Conference.

3. Need for Family Life Education

Coming to the themes of this Conference you can see in a very tangible manner the two-fold aim of WCOTP. Namely the promotion of the professional competence of the teacher on the one hand and enhancement of the worth and dignity of the teaching profession on the other. When we speak of the professional competence of teachers we do not mean only the improvement of their teaching techniques, we also mean the broadening of their outlook and the organisation of activities to stimulate them, in their teaching, to meet the challenges of the time. One of these challenges is that facing the family. Time was when the family was the most stable unit of society. Today it is being subjected to various strains as a result of a number of modern developments and suitable ways have to be found to maintain its stability in the face of the problems with which it is being increasingly confronted. By this we do not mean a return to the former concepts and mores. There is undoubtedly value in some of them still. These we have to retain. There are also adaptations necessary to meet the rapidly changing conditions of our time. Generally speaking, however, there is very little, as a matter of fact hardly any, formal education for this. Hence among our programmes we include activities to focus the attention of teachers on this issue and to stimulate them to pay attention to it within the context of existing educational systems and curricula. This will explain to you why we have included "Family Life Education" as one of the themes of the Conference. I need hardly add that such education must be relevant to the culture and traditions, the political, economic and social realities and the moral

values of the different regions. I am sure that this subject will be discussed fully and that clear and practical suggestions will emanate from this meeting relevant to the "Pacific Way of Life" as one of the publications of the South Pacific Commission is called.

4. Teachers' organisations basic

The second part of the Conference is devoted to Teacher Organisation Development. If members of a profession like ours wish to maintain our high ideals and to ensure for ourselves our rightful place in society we have to get together, in suitable structures, and adopt relevant and effective working methods. In WCOTP we give this a broad definition calling it "Teacher Organisation Development". I am sure that in the time available there will be a fruitful exchange of views not only on how to strengthen and make even more effective the existing organisations, but also how to establish and maintain active teacher movements in the other countries in the region, in spite of the difficult geographical conditions.

Whatever the local conditions, there are today always means of communication and contact even though travel difficulties may prevent regular meetings. Hence with goodwill and a spirit of dedication the unity of the profession can be established and maintained. This unity is basic because without it governments and the general public are not likely to take notice of us; they are not likely to consult us on educational reform and they are not likely to give us teachers our due place in society. Conditions may require teachers in some countries to join the Public Service Association. It is possible that this cannot be avoided. In such cases teachers should consider very seriously, with representatives of other services in the Association, the establishment of special machinery within the Association, for the effective protection of the rights of teachers, including the right to be consulted on educational change.

The Japan Teachers' Union, of which I am President, is a member of the Japanese Public Service Joint Struggle Conference and one of the JTU Executive Committee members is the General Secretary of this conference. The Japan Teachers' Union is also a member of the General Council of Trade Unions of Japan, which is a Trade Union National Centre. I have been President of this National Centre since 1976 with the support of workers in both the private and public sectors. Both of the above mentioned organisations take up educational matters seriously as problem of workers because problems in the educational field are such that teachers cannot solve them alone without the cooperation of parents and workers in general.

5. The status of teachers

This leads me to another item on your agenda namely a consideration of the rights and obligations of the teacher as laid down in the Unesco/ILO Recommendation concerning the Status of Teachers. This is a historic document in that it is the first time that an inter-governmental meeting recognise the rights of the teachers. It should be regarded as the Teachers' Magna Carta. I wonder whether those here who are not yet members of WCOTP are aware of the very significant role the Confederation played in the formulation and adoption of this document and in subsequent efforts to secure its implementation. It is fitting that it should be on your agenda because the non-implementation, or the partial implementation, of the Recommendation in many countries is, I am sorry to say, more often than not, due to teachers as individuals, and as members of organisations, not taking appropriate and relevant measures to promote that effect is given to its 146 clauses. In this connection the recommendations of the Seventh WCOTP Asian Regional Conference, hosted in Tokyo by the Japan Teachers' Union, in 1979, can be helpful as they dealt with "The Rights and Responsibilities of Trade Union Membership."

6. WCOTP's Brasilia Assembly

I wish now to refer to some very important items considered at our recent Assembly which was held in Brasilia. The principal theme was "Education and Development". Among the other themes was "Education for Peace". The resolutions adopted by and at the Assembly are also on your agenda for consideration. I will not say anything about these as you will be studying them yourselves, but I would like to add that the activities of teacher organisations must be relevant to the times and conditions under which they operate. If they are not so, they will have little meaning for their governments, their public and above all for the children they teach. I am sure therefore that this Conference will decide on concrete measures which can be taken in this region for education for development, human rights and peace. By doing so, and by giving effect to your own proposals for action you will be making a significant contribution to the progress and development of your own countries.

7. Education for disarmament

I would like to refer to an aspect of peace education to which considerable attention is being paid now by the international community and that is "Disarmament Education". You will see the need for this from the statistics which I shall give you. In the developing countries there is one soldier for 250 inhabitants but only one doctor for 3,700 people. In the same category of countries 230 dollars are spent on each school child (not to speak of the number of children for whom there is

no schooling) but US$ 14,800 are spent on each soldier. To proceed to the international level you will no doubt be shocked to learn that for the cost of one intercontinental ballistic missile, 50 million undernourished children can be fed for one year, 65,000 health care centres and 34,000 elementary schools can be built. In this connection I would like to refer to an "Appeal for Peace" made at the 55th Annual Convention of the Japan Teachers' Union. This Appeal which is addressed to national and international teachers' organisations asks inter alia, whether "it is not now time for teachers of the world to consolidate further our solidarity and to rise up for the campaign against war and for peace with rational and courageous action". The Appeal further declares "We must not make again the same mistakes of Hiroshima, Nagasaki, Auschwitz... "

The item "Disarmament" is not specifically mentioned in your agenda. Nevertheless you can consider it under the resolution on Education for Peace adopted at our recent Assembly in Brasilia.

8. The teacher - a self-learner

It will be seen from what I have said that the teacher has to continue to be a learner. The last International Conference on Adult Education declared that it was ushering in the "Golden Age of the Self-learner". Mahatma Gandhi once said that "a teacher who stops learning is like a candle that has burnt out: it ceases to lighten the darkness". In other words, whether it is Family Life Education, Teacher Organisation Development, or Education for Development, Peace, etc. we have to continue learning if we are to brighten the darkness around us. This is the responsibility of the individual teacher as well as of teachers' organisations. I appeal to you to give this matter your most serious consideration.

Finally, before I conclude I wish to assure you that though you are, in a sense, far away geographically from the power centres of the world, the five million members of WCOTP, the Secretariat of the Confederation, its Executive Committee and I are with you and we wish this Conference all success.

* * *

The meeting terminated with a vote of thanks to Messrs. E.V. Kacimaiwai and Motofumi Makieda.

CHAPTER II

THE SCOPE OF FAMILY LIFE EDUCATION

Janice Fordham
IPPF Representative

1. Basic questions

What is Family Life Education? What is its cope? These are questions to which it is by no means possible for me to give definive answers which will be applicable universally. Family life education is, by definition, so closely bound up with the structure and culture of a community that no prescription can be given that will be automatically appropriate for every society. Thus although my task here today is to talk about the scope of family life education I wish simply to offer some guidelines and to present some issues to you which may assist each of you, in your national groups, to come to your own conclusions on the meaning and scope of family life education in the context of your own culture.

We will of course be devoting a considerable period of time to the scope of family life education this afternoon and hopefully we will together reach a clearer understanding of it for ourselves, but I would suggest that there are some basic questions to examine before we reach that point.

2. Process of rapid change

The first question to consider is why is family life education important. After all, people have always grown up and managed their lives in the past without formal family life education. The fact that family life education is a relatively new term and new subject within the school curriculum does not of course mean that it is a new concept. On the contrary, all of us in various stages of our lives have been through and are still going through an informal process of learning by example, observation and experience that we might term family life education - in our homes, schools, communities, churches and in our everyday contacts with other people. This informal process will always continue but today, more than ever, there are differences. Everywhere now life is passing through a period of change - in some places more rapid or drastic than others. Perhaps the most pervasive and insidious form of change is what some people would call modernization and others would call cultural imperialism. You know, far better than I, that the impact of colonialism has had far-reaching effects. Some of them have been good; others can be described as little short of disastrous. Every country

represented here today has been greatly influenced by such factors as the development of the mass media, by increasing mobility, by a move from subsistence to money economies, by urbanisation, by new religions, new systems of education, by changing aspirations, by changing frustrations, etc.

3. Effect of rapid changes on the family

Perhaps one of the most fundamental effects of this process of change has been on the family. In the past, when children grew up knowing that their lives would be very similar to those of their parents and even their grand parents, the preparation they received for adult life was relatively straightforward. It may not always have been easy but there was a pattern which people were able to follow. It was known that attitudes, values, behaviour and skills were appropriate for each situation and there were established ways of educating young people into them. But now, the task of preparing young people to cope with adulthood becomes more and more difficult. Through no fault of their own whatsoever, many parents and other family members are finding that they do not have knowledge and experience of some of the kinds of situations in which their children will find themselves - can they therefore, provide the kind of family life education that their children need, without assistance? The school, as a place where most formal learning takes place, can obviously play a significant role in supporting the family as its younger members go through the process of growing up. Until recently, however, we find that the school curriculum has focussed primarily on developing intellectual and academic skills and on preparing young people for their future working lives. These are of course of vital importance but 'education for living' has tended to be accorded a much lower priority. For many young people the transition from childhood to adulthood is a much more painful and difficult period than it need be.

4. Starting point - needs of people

It is because of this far-reaching process of change which affects each society in a different way, that I suggest that the scope of family life education should not be defined according to what has been developed elsewhere or what will most conveniently fit into an established school curriculum. The starting point must be the needs of those people who are involved in and who, one hopes, will benefit from a programme of family life education, whether it be in the classroom or outside. Whilst family life education is something that we all need and experience from our birth to our death, I am here focussing particularly on young people since I imagine that as teachers and as parents, they are your major concern.

What are the educational needs of young people in their preparation for adult life? What are the problems and issues

that they are likely to have to face at this stage and in the future and what decisions will have to be made? What information do they need? What are the skills they will need in order to cope with all these situations? In defining these needs, we of course have our own views; through our own experience, we can identify much that we found important to know and discuss in childhood and adolescence. We can identify many gaps - areas of learning that we thought important which were not covered either at home or at school. We also have our own perceptions of changing needs. But we must all the time be aware of the fact that times are changing very rapidly and that a young person today perhaps has problems that we find it difficult to recognize, understand or even accept. It is vital, therefore, that we really find out what young people themselves feel is important and where they feel unsure of themselves, by approaching them in a way which will encourage them to respond freely and by involving them as fully as possible in the design of a programme which is intended to help them.

The International Planned Parenthood Federation has learnt through experience, as have many other agencies concerned with education and development, that too many programmes are planned with full discussion of objectives, approaches, content and teaching/learning methodologies but that they by-pass what should be the starting point - what people actually need. Even where a needs-based approach to programme development is adopted, and no doubt we are all familiar with many examples of where it isn't, we still often see a very 'top-down' approach which can be summarised, perhaps in rather crude but I think nonetheless accurate terms as 'you may know what you want but we know what you need'. Yet if we fail to take needs, as defined by those who experience them, as the initial point of programme development we may find that those for whom programmes are supposedly designed do not consider our efforts to be very relevant to them. At the same time, of course, it is also necessary to consider the needs of the society, given that every individual must interact with others in a wider community and that our actions have implications for others. The important task, and it is a difficult one, is to find a balance between the needs of the learners and the needs of the society. I stress this question of needs only because it is so often, in practice, ignored.

5. Needs of young people

Without attempting to define the needs of young people in your societies, it is possible to say in broad terms that some of the most commonly expressed needs of young people today are learning how to:

- cope with the physical and emotional changes which take place during the process of growing up

- establish and maintain satisfying relationships with others - with the family, with friends and in society at large

- understand and respond positively to changing situations, for example: the breaking down of traditional structures, and the changing role of men and women

- develop the necessary values and skills for successful marriage, child-rearing, belonging to a family, community and society.

6. Appropriate objectives

Once the needs are identified the definition of the objectives of a family life education programme should emerge quite naturally. I do not wish to reiterate points already covered in an earlier session but would merely suggest that in general terms, appropriate objectives might include:

- to contribute to the complete development of the individual in a way which will maximize personal growth and happiness

- to assist in preparing young people for the rights and responsibilities of adult life

- to help young people in the process of clarifying or formulating their attitudes and values so that they will adopt responsible behaviour - responsible to themselves as well as to others.

- to assist in the development of effective communication, evaluation and decision-making skills in matters relating directly and indirectly to family life, personal relationships and membership of the community.

7. What is FLE?

I have deliberately avoided until now suggesting a definition of family life education because, as I have said, I strongly believe that this should emerge from its objectives which in turn must emerge from needs. However, I now offer you three. The first you will find in a paper entitled "The Teaching of Family Life Education: Philosophy, Principles and Concepts" by Allison Gibbons-Lewis of the Trinidad and Tobago Family Planning Association:

"Family Life Education may be defined as education for human development which seeks to ensure that each individual approaching adulthood is equipped with the skills and personal reserves to cope with the challenges of everyday life in society, within acceptable societal structures, and to adapt to change with experience and equilibrium."

I would also like to share with you two which were developed by teachers in another WCOTP workshop very similar to this one, which was held two years ago in Lesotho, southern Africa, one is that,

> "it is knowledge given about family needs and how they are met and what happens/should happen in a home. This knowledge imparted at an early age should answer the question where, what, when, how? (and even why?) - which some African societies don't allow their children to ask."

The other is that FLE is,

> "that part of education which develops children in such a way that they will best meet their own needs, the needs of the family, community, society and the country and so that they may also adjust to the ever-changing world. It must be based on the cultural, intellectual, physical, social and psycho-emotional aspects of a child's development."

8. The scope of FLE

Now family life education must be seen very much as a fusion of disciplines, as the last definition quoted implies. In this respect, it is perhaps best integrated into the school curriculum and invariably is, given the difficulties of introducing a new subject into an already crowded timetable. Of course, it should not be confined to the classroom and perhaps it is easier to design a family life education programme in a non-formal education setting where there is often more flexibility. The scope that the International Planned Parenthood Federation sees as encompassing family life education can perhaps be broken down into the following broad areas:

- Psychological and emotional: including roles and relationships within the family, between partners, friends and different generations; the functions of the family.

- Social: including decisions on when to leave school, what work to do, when and whom to marry, when to have children, and the social implications of these decisions; the status of women and equality of opportunity; how a sound family life can contribute to the well-being of society as a whole.

- Developmental: the role of the family in preparing all its members to make the fullest possible contribution to national development.

- Moral: the responsibilities of parents towards their children; the rights of family members and their responsibilities towards others in the nuclear and extended

family; the preparation of young people for a mature and responsible attitude towards sexual relationships.

- Health: including maternal and child health, child-spacing, nutrition, hygiene, the prevention and management of disease, community and environmental health.

- Economic and welfare: including the basic needs of the family; home management and budgeting; the relationship of family to working life.

- Legal: including laws relating to inheritance, marriage, employment and welfare; rights and responsibilities of family members and citizens.

9. Marital relations - a fundamental element

Having presented this broad outline I would like to expand on a few points and raise some issues which we may return to later in discussion.

The first is this very sensitive and often contentious question of sex education. Family life education is not synonymous with sex education and should not be used or seen as a euphemism for it. Nevertheless, preparation for marital and sexual relationships is and should be a fundamental part of family life education. Many of the most pressing problems of young - and older - people today relate to sex. In Papua New Guinea, for example, I come into contact with young people who are of the first generation in their clan to leave their village for education and who miss out on initiation rites and other traditional ways of preparing for this important part of adult life. Where do they get their sexual information from? Often from ill-informed friends, from films, from jokes and street-corner talk, as many of us have. In 1976 it was reported that 40% of the female students at the University of Papua New Guinea dropped out as a result of unwanted pregnancy. Perhaps in traditional societies such a situation would have been coped with without undue difficulty. For these young women and the men involved, the social and emotional costs are enormous. Venereal disease is spreading rapidly in many areas, particularly in the towns, with disastrous consequences. In Papua New Guinea, it is one of the most common causes of infertility, a tragedy in a society where children are so highly valued. It is known that if a woman begins child-bearing before her body is fully matured, the risks to herself and to her child are quite dramatically increased, yet early marriage and early motherhood are common in many areas.

Our sexuality is a precious gift. It can be the source of great joy -- or of great pain and distress. Surely we have

a responsibility to ensure that young people grow up with a complete understanding of how their bodies work, of the process of reproduction and birth, of how to ensure that their children are born wanted and at a time when their parents can provide all that they need, both practically and emotionally, and perhaps most important, how they can work towards mutually satisfying and non-exploitative personal relationships. Sex education is something which we all receive. It may be negative in that sex is considered dirty and is never mentioned - or it can be positive. It is not, as it is sometimes accused of being, teaching young people "how to do it". If it is done well, it is a means of encouraging people to be mature and responsible in their behaviour. As one well-known American sex educator expresses it "it is ignorance, not knowledge, which causes inappropriate sexual behaviour".

10. Approach as well as content

This leads on to another point about family life education. I believe that it is a question of approach as much as content. Here I would refer you back to the needs and objectives which we have already covered. Family life education is not so much a question of passing on certain information to people, though this is a part of it, and an important one. It is, much more, helping people to develop their skills of analysis, problem-solving, decision-making and communication so that they become self-reliant, critically-thinking individuals who can cope with every situation that life has to offer. Perhaps family life education is not the most appropriate term to use - you may find others more appropriate such as "education for living" or "personal development". What is important is that family life education should be seen as something stimulating and dynamic, not just another curriculum subject or an evening's topic for discussion in a youth group. If undertaken with care and sensitivity it surely relates to the most fundamental aspects of the individual's life - at home, at work, with friends and in the community at large.

Thus I would pose a practical question to you as family life educators which is: should family life education consist primarily of inculcating certain values which the educator thinks are right or should it provide information and assist in skills development to help students formulate their own values- whether the educator disagrees with them or not? Family life education is a complex subject. It is not like mathematics or physics where there are certain rules to be followed. How far should the education system and the teachers within it attempt to influence the attitudes, values and ultimately the behaviour of these students? Does providing information on 'the facts of life', for example, without any attempt to set them in a moral context lead to confusion on the part of the

student, and possibly behaviour which will result in pain and harm to him or herself or to others? Does direction on moral values lead to the danger of young people simply accepting the values of others without question and indeed without being able to think or make decisions for themselves? Is there a path in the middle whereby the teacher plays the role of guide, helping students to develop their own sets of values based on an informed understanding of alternative patterns of thought and behaviour and full awareness of the consequences of their decisions and actions?

11. Need for appropriate teaching-learning methods

This is a very difficult task and brings with it the question of what teaching methods are appropriate. There is much debate about how children learn most effectively and this discussion obviously goes far beyond the boundaries of family life education. However, experience shows that formal and what we might call traditional teacher-centred approaches do not lend themselves very easily to family life education. This may be due to the fact that so much of what family life education is concerned with lies in the realm of attitudes and values rather than simply with knowledge. It may also be because effective learning in this area comes through each individual being able to relate it to his or her experience and expectations. Evolving effective and appropriate teaching-learning methods in this field is perhaps one of the biggest challenges facing us.

12. Non-school children and drop outs

I would like finally to raise the issue of reaching those who are most difficult to reach: the young people who are not in school - those who have left at an early stage or who have never entered school - the ones, particularly in rural or marginalised areas, who do not belong to youth organisations or community groups through which they can be easily reached. For them the problems of coping with life today are perhaps even more acute since they are often more cut off from the sources of information and institutional support to which the more privileged members of their age-group in school have access. We shall be discussing more fully later the role of the teacher outside the classroom but I would remind you that although you are here today as representatives of the teaching profession, we all have many other roles to play in life. We are first and foremost a member of a family - a marital partner, a parent, the child of our own parents, part of a wider family network. In our community we are members of a broader group which has common interest. We are citizens who hopefully make a vital contribution to national development. In all these roles we

are educators, formally or informally, consciously or not. By our own example, the way in which we live our own lives, we educate people around us in family and community life, and influence their own personal development. It is a challenging role that we must all play. It is a great responsibility but one we cannot ignore.

CHAPTER III

LINKAGE BETWEEN FAMILY WELFARE AND FAMILY PLANNING

(Extracts from the address delivered by

Mr. Reuben Dudley,
ILO Adviser on Labour & Population for the South Pacific)

1. Meaningful integration with welfare programme

Family Planning has to be lifted from its old and narrow concept and given its proper place in the overall philosophy of welfare. It must embrace all aspects of family welfare, particularly those which are designed to protect and promote the health of mothers and children. It must become a part of the total concept of positive health. At the same time, it must find meaningful integration with other welfare programmes such as child care and development, family enrichment, nutrition, food, clothing, shelter, availability of safe drinking water, education, employment and economic activities, women's welfare, more meaningful and relevant opportunities for everyone in all sectors - rural, semi-urban and urban, etc. In other words, it deals with Family Life in all its entirety and this is what family life education must seek to impart alongside the development of action programmes and opportunities.

It is obvious that the terms family life, family welfare and family planning mean different things to different people. In the first place, the terms are quite often subjective ones which vary not only individually from family to family but also collectively in terms of geographical locality, economic class, social, cultural and traditional norms and practices.

It is only when there is a cause-and-effect connection in the minds of people between their pattern of life, family formation, family size, their living conditions and opportunities that will any effort be made to adopt practices such as family planning for their own welfare and improvement. When over a sustained period, there are factors like education for everyone, good health services, improved status of women, opportunities for employment, other economic activities, social security and a more equitable distribution of wealth, people will begin to appreciate the advantages of setting up definite patterns in their life styles. It is, therefore, essential that education for this purpose at all levels of the community, must go hand in hand with efforts to improve social and economic conditions if it is to have positive and beneficial results.

2. Family life education and family welfare

Development programmes are commonly projected towards improving the "quality of life" for people and their families. In other words, they aim at improving the welfare and well-being of people. Broadly conceived in this concept are economic, social, psychological and national factors related to all of life's needs. In providing education that relates these to the welfare of family members, the following factors, among others, would seem relevant:

- Economic factors

  a) adequate food of nutritious quality
  b) supply of potable water and, in general, water to meet all needs
  c) sufficient and suitable clothing and healthy living facilities
  d) availability of preventive and curative health care
  e) cash or means of exchange, family budgeting and savings as well as additional means of income
  f) increasing the ability to cope with needs and unexpected event
  g) suitable, adequate and rewarding employment for those seeking it as well as better working conditions
  h) old-age and sickness benefits.

- Social and psychological factors

  a) capacity to meet emotional needs and for personal development
  b) capacity for helping the child to develop mentally, physically and socially so as to adjut to rapidly changing conditions
  c) time for leisure and relaxation and sufficient possibilities for social, cultural and religious activities
  d) ability to decide, as a unit and in a rational way, on all matters related to the family and to society as a whole.

- National factors

  a) reduction of dependence on other countries
  b) functional literacy and better social amenities and services
  c) being conscious and having knowledge of one's environment and the capacity to improve it
  d) being confident that a "better life for all" is being pursued
  e) being able to influence issues affecting the country, including development programmes.

f) participating in economic activities and sharing equitably in the benefits.

From this list of interrelated factors it is obvious that the size of a family will largely determine the extent to which these needs are met, given their leve of resources. Since the family is both a producing and consuming unit, any change in the number, composition and quality of household members possesses great implications for its well-being.

3. Family planning

Family planning education has naturally to be a part of family life education. It is a term used to describe the means whereby couples are able voluntarily to determine the number and spacing of their children through prevention or postponement of conception. It involves a conscious decision between a man and a woman before having sexual intercourse whether or not they want to have a child. They either decide to have a baby or if they do not want one right away, they use a family planning method to prevent the woman from getting pregnant until they are ready for a child. Effective family planning implies two things: the first is "that the social, economic and health advantages and disadvantages of spacing and limiting the number of children are known to the couple. And the second is that the means for spacing and limiting the number of children in the family are available". (1)

4. Family welfare and family planning

Family welfare and family planning are clearly two sides of the same coin. As indicated this will stem from the fact that people are both producers of their own welfare and consumers of it. Thus the characteristics of a family, its composition and distribution, affect and are affected by the level of well-being.

* * *

If a family is to adequately feed itself it must either increase agricultural yields per existing unit area or expand its sources of income in order to cover the costs of purchasing sufficient food. What has generally happened is that more often than not the amount of food produced per rural family member has dropped and inflation has wiped out the earning powers of the urben dweller. Under-utilisation of labour, increasing marginality of holdings, increasing landlessness, rising indebtedness (given escalating price rises for essential inputs - fertilizer, seed, irrigation, chemicals, fuel), non-availability of convenient credit, insufficient capital for re-investment

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(1) ILO Asian Labour and Population Team, IN-PLANT POPULATION EDUCATION an Asian Handbook (ILO Regional Office for Asia, Bangkok, 1977), p.139

and lack of infrastructural support have contributed to food production falling below the rate of population growth.

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A few examples will illustrate this. Immediate manifestations for a family of a lack of good food are shown in increased infant mortality and rising incidences of malnutrition. Diseases and nutritional status are of course inextricably intertwined with the failure of food production to keep up with population growth. For the landless agricultural labourer, subsistence farmer or recent immigrant to urban slums, a growth in family size nearly always results in the average daily calorie supply per person falling below the minimum required for normal activity. And the larger the family the greater the chances that its members will suffer from some degree of malnutrition. Particularly susceptible are young children and pregnant mothers. For an adult programmed into the permanent malaise of malnutrition, reduced activity and lowered functional efficiency reduces employment opportunities and income. And if income falls nutritional levels fall with it.

Another prime causes of illness throughout the region is polluted drinking water. Again more than half the diseases affecting children and adults alike are water-related. Sanitation is an associated problem. The provision of food and a clean water supply, so obviously essential for the well-being of any family, constitute an enormous undertaking when population and family size increase rapidly.

Health conditions, particularly as they affect survival rates, appear to be strongly linked to fertility. Of course, the educated family, conscious of the socio-economic realities surrounding it, is aware of the connection between the general health situation, high maternal mortality, high fertility and the need to practise family planning. Some of these realities are:

a) more maternal deaths occur among women who have had many children
b) more babies or babies coming too quickly -especially among immature girls and women over 35 - cause the mother to become weak or anaemic and extremely vulnerable to a variety of sicknesses endangering both mother and child
c) a weak, ill or anaemic woman when she is pregnant often gives birth prematurely or gives birth to a nutritionally-deficient child; and
d) if a baby is born soon after another, the first will not have breast milk for long and this will make it more likely to be malnourished. Additionally, as the mother carries the new baby giving it most of her attention, the first baby is liable to be miserable and disturbed.

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Adequate clothing, housing and means of exchange are also basic human needs but people require more than just life's necessities. The whole concept of family welfare implies that survival is not enough. Life should not be a hard fought struggle from day to day. Social, psychological and environmental factors constitute essential elements of family welfare and involve inalienable rights to be enjoyed. This, however, cannot be the case unless cash or some means of exchange is available to adequately meet these needs. Where there are more needs than cash resources available to meet them then the welfare of the family is under strain. Increased income makes possible a higher standard of living in terms of survival, security, social relations and environmental control. It not only improves the family capacity to consume and save but enhances parent's perception of the value of each additional child. As a result, living standards, income-earning possibilities, the costs of education, marriageability and employment opportunities are viewed in terms of current and anticipated resource availability. Such an appraisal invariably is associated with a desire to limite family size.

5. National manifestations of the linkage

In the widest sense also, population growth limitation and national welfare are closely linked. UNFPA, for example, no longer "... talk(s) any more in terms of family planning as an answer to population growth, because (they) realise that there is far more to population than family planning". Whilst it may be a vital need to slow down the rate of population growth, they assert, "... it is now realised that the number of children a family has depends on a very complex interaction, in which levels of education, the quality of housing, health and social security services play a part, and which is tied closely to the form which overall social and economic development is taking".(1)

Today with the emphasis more on self-reliance, social justice and decentralisation (people's participation in planning and decision-making), multi-sectoral population and family planning programmes involve a number of Ministries, Agencies and Private Organisations. Several Ministries have responsibilities for strengthening and supplementing population activities. They are for example the Ministries of Local Government, Rural Development and Cooperatives; Education; Agriculture; Information and Broadcasting; Labour; Social Welfare; Health, etc. Community participation, at all levels, and the means to achieve one's aspirations need to be given a significant emphasis in such an integrated approach.

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(1) Rafael M. Salas, INTERNATIONAL POPULATION ASSISTANCE : THE FIRST DECADE. A Look at the Concepts and Policies which Have Guided the UNFPA in Its First Years (Permagon Press, Oxford, 1979) p. 86. (UNFPA stands for the United Nations Fund for Population Activities).

6. Conclusion

The interrelationship between family welfare and family planning are vital elements of a family life education programme. By reducing family size alone, it can hardly be claimed that family welfare will automatically be increased. However, increased family size does eat into the fruits of family welfare gains and needs to be reckoned with when considering needs and resources. If socio-economic conditions of the family are to improve as a result of all round community development, then family planning must constitute an integral part of the welfare strategy as well as being a natural consequence of it. Without such planning a family's capacity to be self-supportive will be severly constrained.

CHAPTER IV

EXTRACTS FROM THE "POSITION PAPERS" SUBMITTED BY VARIOUS DELEGATIONS

1. AUSTRALIA

a) What is family life education

The term appears to encompass all that learning which people require to fulfil their role as members of the family ... It involves the achievement by them as adults of a fulfilling family relationship with their respective spouses and children and, to the extent of their responsibility as parents, the rearing of their children as properly adjusted and responsible persons and members of society. This teaching of childen to fulfil their role of adults in the family is taken to be the main emphasis of family life education; however, it involves helping children with their immediate role within the family, ie their relationships with their parents, their siblings, other members of the family and people generally.

b) Division between home and school

In Australia there has traditionally been a feeling of division between the school and the home, as to where the responsibility of one ends and the other begins. An active sense of the home as having a social responsibility to those outside it, to society at large, and in how it rears it children has been, in my view, at least, largely lacking.

c) Role of the school

The role of the school ... has been defined by the content of the curriculum ... the first priority of the schools has been to teach young people the skills required to be effective and productive workers in a technically advance community.

The second priority of schooling ... has been general education for citizenship. This overlaps with employment skills ... but goes beyond these to humanities studies designed to foster enlightened attitudes for application in the political process of democracy.

d) Report on secondary education

So far as the schools are concerned, family life education under this academically dominated curriculum was negligible. The 1957 Report on Secondary Education provides telling comment on the virtual non-existence of family education through the school

even where rhetoric of stated "Aims of Education" appear to indicate a much more balanced situation. These aims are: (i) Health; (ii) Mental Skills and Knowledge; (iii) Readiness for Group Membership; (iv) the Arts of Communication; (v) Vocation; (vi) Literature and (vii) Spiritual Values.

e. Flaw in the theory

With the schools concerned with teaching the "externalities" of adult life - work and citizenship skills - it was the home that supposedly bore most of the responsibility for family life education. The flaw in this theory was that it did not explain where the parents acquired the knowledge of these things in the first place, if their schooling did not provide it ... The results of this has been a continuous pressure on the schools to take over responsibilities formerly belonging to the home, a pressure intensified by many parents' feelings of helplessness in the face of accelerating social change and complexity.

f. Recent trends

One of the results of these pressures has been the introduction of the "Personal Development Course", or as it is more conventionally known sex education, in secondary schools in 1974. Its main strands are: (i) Biological - physical characteristics of male and female; (ii) Developmental - growth patterns, pubescence, individual differences, heredity and environment; (iii) Social - definition of society, cultural comparison, peer group, friendship, popularity, etc. ...

The introduction to the Home Science syllabus spells the matter of changing values in greater detail. It states that "To fulfil its role the family system must be sufficiently flexible to adapt to change. With rapid scientific, technological, economic and social developments patterns of living have changed. These have brought new problems for families and changed role for individuals, both in the family and the community. This course in Home Science provides knowledge and skills needed to assist young prople to meet this knowledge.

There is an implicit admission in this statement that the writers of the syllabus cannot provide teachers or students with definite answers to the questions covered in the syllabus. All that students can be given is training in the skills they need to work out their own answers to these questions of values, responsibility, etc. because nobody knows what the right answers are now, or will be in the future, to the questions which appear to encompass many of the main elements of family life education.

g. Social warning signals

The increase in divorce rates, the increasing use of drugs and alcoholic drinks by young people, the fact that for one child

in ten with parents at work no after school arrangements are made, the rising unemployment among the young, etc. are among the social warning signals.

h. Conclusion

The more objective areas of family life education - nutrition, health, managing the family budget, the physiology of sex, etc. - present comparatively little problem The only lesson here is that they must, to a large extent, be taught through the school if they are to be taught properly. It is in the spiritual value domain that the problem lies. What Australian schools must seek is, first, to develop that common sense of responsibility with the home which finds its purpose in the development of the child.

2. COOK ISLANDS

a) FLE begins in the home

Family Life Education begins in the child's home from the moment of its birth. The Parents, relatives, brothers and sisters introduce the child to experiences such as warmth, comfort, fear, pain, hate, jealousy, happiness, being wanted or unwanted, humour, love, etc. Because the majority of families are large and closely-knit each child has a wide range of experiences. He or she feels secure and learns how to share, co-operate and get along with others.

b) Educating the parents

Pre-natal care courses provided by the village clinics and hospitals are freely available. Expectant mothers receive advice on family hygiene, nutrition, infant care, etc.

With the system of the extended family, there was little need for budgetting as there has always been someone to fall back on in time of need. Now with the trend towards smaller families and the high inflation rate there is a tendency to budget carefully. Budgetting advice is provided by a "Talk-back" programme on one of the local radio stations, but there is need for further education in this field.

As to family planning it can be said that the factors which are contributing to making budgetting necessary and in addition Western influences are playing a role in influencing parents to space child births and to keeping their families within financial limits.

The medical, dental and education staff of "Pre-School Centres" are constantly in touch with parents and advise them on their children's health and welfare.

The Tumukorero Division of Education is responsible for maintaining the traditional crafts and customs. It operates a craft

centre and has officers who visit schools to teach local crafts and give lessons on local customs.

One radio station provides daily women's programmes and also cultural programmes.

c) Community activities

There a series of "Community Activities" which contribute in various ways to Family Life Education and whose use for FLE could have been extended. With the emergence of political parties attempts have been made to politicise these. Hence if the activity comes under the direction of one political party, those opposed to that party tend to withdraw their support. These community activities were carried out by Womens' Groups, Village Committees, District Councils, Youth Clubs, etc. The churches, however, are still of great value.

d) Involvement in decision making

The Government is taking into its hands matters which can be easily solved by villagers in their village communities. This trend is to some extent met by seminars for the people on such matters as Health, Education, Culture, Agriculture. Trade, etc. These seminars are useful not only for the subject matters learnt but for giving people opportunities to express their views and thus giving them experience in decision making.

In the Cook Islands"We are proud of our unique heritage". Hence educational programmes must not only take this into consideration but also enable us to preserve it.

3. NEW ZEALAND (PPTA)

a) Family Life Education in forms 3-4

There are elements of FLE in a number of commonly taught subjects, notably:

- Home Economics (taken predominantly, but not exclusively, by girls. The family has a central place in this subject).
- Economic Studies (has implications for budgetting and consumer education).
- Social Studies (This is a text book called "The Family in Change").
- English (a number of novels, plays and other literary works. Can be used as they have Family Life and family problems as their themes).
- Health and Physical Education (which includes the study of personal health and hygiene which are relevant to family life education).

Some schools have integrated programmes in order to overcome the problem of fragmentation and develop coherent family life programmes.

b) Forms 5-7

At form 5 level, there is little directly concerned with Family Life Education except in Home Economics which is an optional subject generally taken by girls and that not necessarily by the most academically able.

In forms 6 and 7 courses have a fairly academic bias and Family Life Education, if studied at all, is confined to non-examinable programmes labelled "Liberal Studies". Some Schools offer "Home Economics" as a subject for the Sixth Form Certificate.

c) Recent Trends

Some pressure groups in the country oblivious of the needs of a changing society seek to confine values education to reinforcing traditional moves and to prevent schools undertaking social education programmes which involve questioning established values. Partly in response to these pressures, the government has recently placed legal restrictions on the school's ability to give sex education. (More about this in the NZEI paper).

Annex I outlines a "Family Life Programme" (Growing up in the Family).

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4. NEW ZEALAND

a) Recent trends in primary chool education

In the past syllabuses for primary schools were prepared by the Education Department and teachers were expected to follow them closely. However, since the early 1960's schools have been encouraged to adapt the curriculum to meet the specific needs of the community in which the school is situated.

Over this period most of the primary school syllabuses have been revised and the emphasis is now being shifted from the development of new curricula to the consolidation of subjects, which have recently been revised. The Health Syllabus, the Manual Arts, subjects such as Home Economics, Clothing, Woodwork and Metal Work and the Social Studies syllabus for new entrants to Standard Tour (5-11 year olds), are all under review. These impinge heavily on the total field of Family Life Education. So it is extremely likely that there will be significant developments in this area in the coming decade.

b) The Johnson Report

Rather than wait for the new syllabuses to be introduced, many schools have tried to anticipate what is likely to occur and have begun programmes which reflect the needs of children in a rapidly changing world. Much of the impetus for this can be attributed to the interest engendered by the work and report of the Committee on Health and Social Education, established by the Government in 1975, under the Chairmanship of Garfield Johnson.

The Committee after considering a large number of submissions presented its report "Growing, Sharing and Learning" to the Minister of Education in 1977. The Report covered many aspects of Family Life Education and the following list of priorities determined by the Committee indicated its concern in the field of social and health education:

- the provision of an appropriate climate in all schools for healthy growth and maximum development;
- the vigorous promotion of health and social education, including education in human development and relationships, morals and values;
- the substantial upgrading of physical education and of outdoor education;
- the training and retraining of teachers both in health and social education and also in process, as distinct from content, learning;
- the extension of education for parenthood as a matter of urgency throughout our society;
- the real involvement of parents (and, where appropriate, students) in the formulation and implementation of health and social education programmes;
- the extension and upgrading of medical services to the children in our schools and to the community through our schools;
- the establishment of the concept that every person is responsible for his own health and that of his dependants; including the proper knowledge and skills that enable the ready acceptance of that responsibility;
- the formation of regional councils in health and social education, a national council in health and social education, a curriculum team within the Department of Education, and an inter-departmental committee.

c) The Government's reaction

The Government supported the recommendations of the Committee in all the aspects covered, including the section on morals and values education but was not willing to change the Health syllabus to include the teaching of sex education to primary school children. Primary school teachers in New Zealand are thus not able to plan and implement lessons in human development although intermediate schools do organize programmes through the Parent-Teacher Association (Home/School Organization) for pupils and parents which can cover some aspects of sex education.

Notwithstanding the Government's unwillingness to include the teaching of sex education in the primary school, the teacher could while covering the various topics outlined in the Teachers' Guidebook for Health Education, give the children sufficient knowledge about growth and development, bodily functions, health and safety hazards, family and social living and the maintenance of personal, family and community health to enable the child to make a reasoned decision within a wide range of possibilities.

d) The Moral dimension

A major section of the Johnson Report was devoted to moral, spiritual and values education. It stresses that education "does more than prepare for the world of work and wages; it equips people to make decisions based on reasoned judgements and to live responsibly with the decisions they make". It further states that "the school should share with the home in moral, spiritual and values education" and that"the most effective demonstration of values education will be evident not through the curriculum but through the total organization of the school and the philosophy and relations within it". This paragraph is concluded with a categorical statement that "Every teacher is a teacher of values".

e) Conclusion

Obviously the teacher has a role to play in moral and values education and this is seen beyond that already taking place in the teaching of Social Studies. In particular Social Studies should "help children to think clearly about social problems, to act responsibly and intelligently in social situations, and to take an intelligent and sympathetic interest in the various people, communities and cultures of the world".

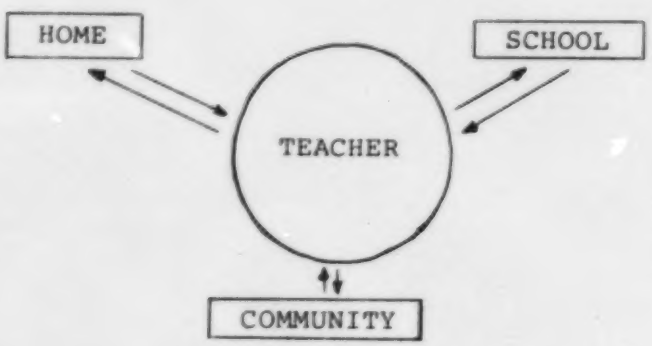
If children are encouraged through the social studies and health programmes to study themselves and others, and ask why people think, feel and act the way they do, they will be expected to learn more about the ways people relate to other families, groups and communities.

5. PAPUA NEW GUINEA

The teacher is an instrument of social change. He or she is guided by some general aims of education. Some of these are:

- to prepare the child for today and tomorrow
- to prepare the child to lead a happy and independent life
- to prepare the child to become a useful member of the community.

Diagram 1. is an attempt to define the role of the teacher as an agent of change.



a) Family Life Education

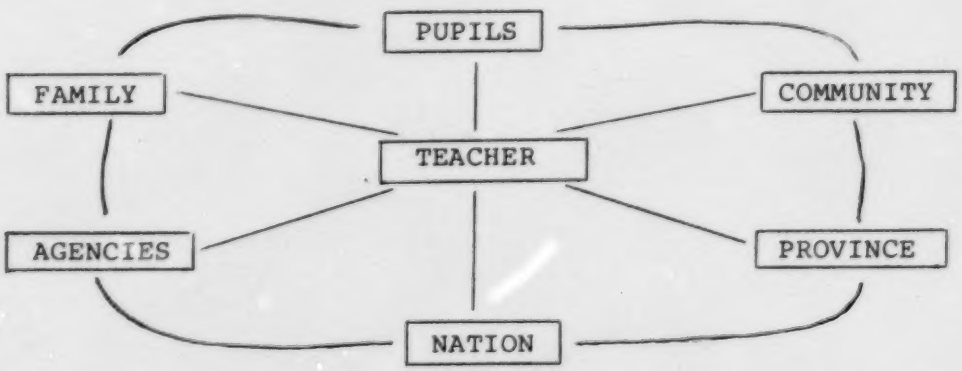
The teacher can play an active role only if he or she is convinced that there is a need to include this in the school programme. Hence the teacher must be aware of the need to prepare young people to become increasingly responsible and mature members of the family; marriage partners; parents and citizens.

b) Goals of FLE

- Promoting an awareness of the nature of family living, family structures and the roles of the members of the family,
- Ensuring that young people appreciate and practice health habits and are aware of the value of nutritious foods, of the nature of physical growth and differences of sex roles.
- Inculcating knowledge of the economics of family living, socialization skills etc.
- Helping young people to develop such skills as are needed in urban and rural areas.

c) What can the teacher do?

Diagram 2. Shows the teacher as the most important link and the most influential factor.



d) Need to prepare the teacher

The teacher should be prepared emotionally, socially and content-wise. A teacher needs complete mastery and understanding of the content of his area study. Otherwise he or she will never be able to teach a course with any degree of success. This leads to the need for adequate teacher preparation and periodical in-service training in view of rapidly changing economic and social conditions. An exchange of ides for enriching the curriculum among teachers of relevant subjects can be helpful.

e) The teacher's role

The teacher's role is not merely to impart information but also to permit discussion of a variety of beliefs, viewpoints and concepts, whether or not they are in accordance with their own. The teacher must avoid playing the role of a moralist by imposing his or her own values and beliefs on children and must stimulate discussion of his as well as the child's own beliefs and cultural practices. The teacher should strive to help pupils develop their own values system by chosing from various alternatives after consideration of their consequences.

f) Why concentrate on young people?

It is necessary to concentrate on young people because they are still in the formative years of developing values, concepts and behaviour patterns. If the family life education in schools is to assist parents in promoting better family and interpersonal relationships and help young people to develop into responsible adults, it must be part of the child's experience throughout his or her entire school years. Schools should work in close relationship with parents because the family is where the children come from and where they go to.

Finally, teachers' organisations should ensure that their members abide by their codes of ethics and help to promote and maintain the dignity and welfare of the young people and the teaching profession as a whole.

5. TONGA

The family is a fundamentally important unit of society in the sense that it is the only remaining institution natural in its existence and its obligatory functions. Other institutions like the school, the church, etc. are secondary in nature. Nevertheless their functions are vital to the family.

a) A changing situation

In the past family life education was informal. Parents and other elders co-operated in shaping the behaviour of, and transmitting the skills needed by, the younger generation. This process of socialisation was directed mainly for the social acceptance of individuals within the society, not to mention its relevance to their economic, political and moral development. The situation began to change with the "European contact". Formal education was introduced and the school came to be viewed as a source of knowledge and skills for enriching and extending all aspects of family life relative to changing conditions.

For example Home Economics for girls and carpentry for boys are taught in schools.

The Agricultural Department is currently running programmes for women in the "art of cooking", not so much in the culinary art but in the economical preparation of nutritious meals. Health centres are established in every district by the Ministry of Health for promoting information about health care and family planning.

Religious and other organisations too contribute to family life education but, as they tend to concentrate on the unity of their movements and on developing them, they are not aware that they are divorcing children from their "primary relationship with their parents".

b) What type of family do we want?

In Tonga the extended family is still a strong force despite the disruptive effect of capitalism, industrialisation and urbanisation. Nevertheless, there is a tendency, owing to economic pressures for the "nuclear family" to ask some members of the extended family to return to their original localities and earn their living from the land. This has created a conflict in values. Parents have certain reciprocal expectations in their old age. Children wish to fulfil these expectations but are unable to do so purely for economic reasons. The feeling of being a member of an extended family, whether consanguineous or "affinal" maintains family group cohesion and solidary and plays an important role in the regulation of behaviour patterns and attitudes. This is today being disrupted by the competitive urge of economic forces. In addition to this, with the advent of the school parents tend to surrender some of their obligations and thus contribute less to the development of the "family of the future".

The answer is not simple. As we embark on development schemes to modernise our society, what should we value more - a materially affluent society with a high per capital income devoid of human feelings, or a society, not so affluent, but placing a great value on forging human bonds and asserting the humanity of mankind. If Tonga is to rediscover its humanity the family - both the nuclear and the extended family - should be given a greater value and a higher priority in the country's development plans.

c) The role of teachers

Family life will not remain unchanged in a world where everything else is changing. The ideal family life and the kind of behaviour that we were proud of in the good old times are slowly fading away. Teachers must take note of this and realise that

they are expected not only to educate for work skills and community life but for parenthood and all the responsibilities that go with it. They must realise that their students will in due course not only be workers but also mothers and fathers in a rapidly changing society. At the same time, Tonga needs a system where people will speak of "our" rather than "mine" and where there is joy in "giving and sharing" and not in "accumulation and hoarding". We need a system that will build up a spirit of kinship on a national and wider base and will restore humanity to our society.

(Paper prepared by Sosaia Finau Tutone and presented as his personal views)

6. TUVALU

a) Not a new concept

Family life education is not a new concept in Tuvalu. It is largely informal and is acquired in every home, through the churches and various organisations as well as in the community at large. It covers the traditional skills, national customs and traditions, home management, obligations to others, character training and recreation. First the child is exposed to the love and care of the whole family. Older members of the family, especially women, come every day to smile and talk to the new baby. There are always one or two members of the family chosen to baby-sit when the mother has to rest and relax. As the child grows up he or she is expected to adapt to accepted forms of behaviour within the family circle and in the community at large.

b) Role of the father and mother

In a Tuvalan family, the mother is directly responsible for teaching her daughter all the traditional skills, while the father is responsible for the training of the son. Before children get married daughters are expected to have learnt all the home-making skills such as cooking, sewing, washing, nursing the baby, keeping the house and surroundings clean, etc. The boys should have learnt such traditional skills as toddy-cutting, making of ropes, fishing, the growing of vegetables, the building and repairing of the house, etc. It is considered a shame for the whole family if one of its members gets married without knowing these skills. Therefore it is customary for Tuvalu children to be sent to the homes of their uncles, aunts and other elders to master the skills learnt at home.

e) Government interest

The Government has realised the importance of family life education and is involving itself by the provision of leaders or teachers in this field. Incidentally, according to our customs everybody is a teacher. The elders teach children, the children

teach younger children and the leaders teach adults. Parents receive education in family planning, and the making of handicrafts for commercial purposes has been introduced into schools.

d) The churches

The churches play an important role. In fact participation in church activities is a sort of competition. Tuvalans are very proud of this and biblical influences are noticed even in our songs and dances. Every function has to be opened and closed with prayers and those who do not do this are regarded as "uncivilised".

e) Conclusion

The introduction of all aspects of FLE in the school curriculum has to be considered and it is hoped that due attention will be paid to this in future.

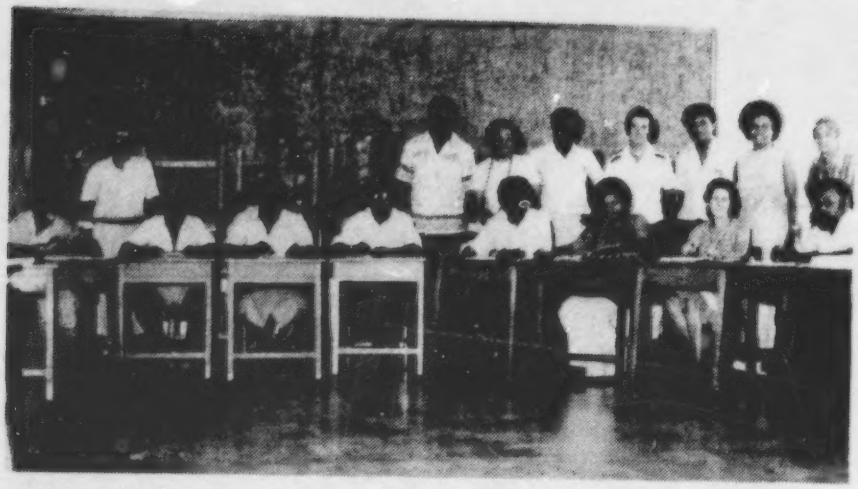
* * *

It is considered useful to end this Chapter with an extract from a document on "The Right of the Child to Education" prepared by the NGO IYC Committee on Education of which WCOTP was the lead organisation.

EDUCATION FOR PARENTHOOD

It does not need much imagination to realize that in 10 or 15 years most of the children in school today will be parents engaged, among other things, in bringing up a family. Hence the child's education should cover relations between parents, a healthy sex life, the need for family planning - at least to space children - the relation between parents and children as well as nutrition, health care, home economics (with due attention to the problem of consumerism) and a proper home environment. This education cannot commence too early, particularly in the developing countries. It is still common, especially in the rural areas, for older children to care for younger brothers and sisters. This happens, though to a lesser degree, in the developed world, in the urban areas of the Third World, in single parent families and in families where both parents go to work. This being so, the "older" children, boys as well as girls, need an appropriate form of education not only to enable them to meet their own needs but also to equip them for child minding tasks. Such education can be extended so as to be of value not only to the family but to the immediate community. It can be used to promote among children a concern for the health, living conditions and education of other children and to stimulate them to take all appropriate action within their means.

It is also necessary for governments and relevant voluntary organisations to maintain well equipped and efficiently staffed day care centres where mothers can leave their children when they are at work. Those infants who are "old" enough will be able to participate in meaningful educational activities.



Working Groups

Delegates relaxing

PART II

AIMS, RIGHTS AND RESPONSIBILITIES OF TEACHER ORGANISATIONS

CHAPTER I

THE STATUS OF TEACHERS

Basing their discussion on the Unesco/ILO Recommendation, the Conference studied the rights and responsibilities of teachers. It was explained that the Unesco/ILO Recommendation concerning the Status of Teachers was adopted at an Inter-Governmental Conference convened by Unesco and ILO in 1966. That WCOTP played a major role in the preparation and adoption of this Recommendation was outlined, and the measures taken by WCOTP to promote the implementation of this Recommendation were described. The procedure followed by ILO and Unesco for monitoring the extent to which the Recommendation is being implemented were also explained. It was stressed that, in the final analysis, the full implementation of the Recommendation depended on the influence and the pressure which teachers and teachers' organisations can bring to bear on their respective governments or on other educational authorities like the churches.

One of the frustrating elements in the whole situation is that many teachers are not aware of the existence of the Recommendation. Of those who are aware, it is difficult to assert that the majority have studied it in depth. Of those who have done so it is an interesting question how many have shown the enthusiasm and determination necessary and have taken adequate measures to secure the implementation of its various clauses. Whatever the system of government in a country, whatever the extent of the Freedom of Association and the Right to Collective Bargaining, there are always ways and means, and human ingenuity is capable of devising them, to promote the implementation of the Recommendation.

The "Guide" was prepared by the WCOTP secretariat to enable teachers who have not the time to "wade through" the inter-governmental language of the Recommendation to see its salient points. Thus it is hoped to "whet their appetites" to study the document and then decide on measures which can be taken, in the context of the culture, the traditions and the social and political realities of their respective countries, to promote the recognition and implementation of the Recommendation. Whatever the local conditions may be the first step to any strategy for promoting the implementation of the Recommentation is the formation of a strong teachers' organisation. This is evident because whatever strategies may be used, the powers that we are more likely to give effect to the Recommendation if they are aware that the collective hopes and aspirations of the teaching body in the country are pinned on this Recommendation and there is a collective desire to see it implemented.

A very important point must, however, be stressed and that is that the Recommendation lists not only the rights of the teachers but also their obligations. Hence the status of teachers in any country depends not only on an equitable salary, various social benefits and suitable working conditions but also on the public image of the teacher as a person of integrity, dedicated to the welfare of his or her students. In other words, the status of the teacher also depends on the estimate of individual teachers which pupils take to their homes and the society in which they live.

There was a discussion of the problems facing the various "islands" in which teachers' organisations exist and in those in which such organisations have not yet been established. In countries like Papua New Guinea, Fiji, the Cook Islands, the Solomon Islands, and Kiribati, the principal problem was communications. For example, Fiji has 300 islands; Papua New Guinea is about 183,500 square miles in extent and in islands like the Cooks it is about 2,000 miles from the southern most island to that in the far north. In some "islands" the teacher population is very small ranging from 150 to about 500 - too few to form a viable teachers' organisation and so teachers are members of the Public Service Association. As the time to study all these problems in depth was limited the Conference agreed to preparing lists of the "Aims, Rights and Responsibilities of Teachers" on the basis of which action could be taken for strengthening existing organisations, and where such do not exist, setting them up, at least as distinct sections of their respective Public Service Associations.

CHAPTER II

L.H. Horace Perera
WCOTP Special Assistant for
Asia and the South Pacific

WCOTP - AN INDEPENDENT FORCE AT THE SERVICE OF EDUCATION AND TEACHERS

(This talk is based partly on an address delivered by the Secretary General of WCOTP at the second WCOTP Pacific Regional Conference, held in Papua New Guinea from 7 to 16 December 1978 and partly on a Secretariat document entitled "Twenty-eight Years of WCOTP")

a) The need for a world organisation

The first question which will rise to any teacher's mind when asked whether his organisation would wish to join WCOTP is naturally "Why do we need a world organisation?" Six reasons can be given as to the value of a national organisation affiliating with an international teachers' body. These are:

1. At meetings of these international bodies teachers from different parts of the world have opportunities of understanding the educational problems of other countries and how they are solved. This facilitates a better understanding of their own problems and helps them to work out solutions relevant to conditions in their own countries.

2. We are living in an age when governments meet frequently to consider various problems including educational issues. There are for example the biennial General Conferences of Unesco, the annual Conference of the International Bureau of Education, regional conferences of Ministers of Education; to mention just a few of them. We teachers must watch what they are up to, try to get our views across to them either by addressing these meetings, distributing relevant documents or lobbying directly with governmental delegations. Very often we can resort to all these strategies. The right to do all these is officially granted only to international organisations.

3. There are social and cultural problems which can be solved only at the international level - hunger, the protection of the environments, trafficking in drugs, the promotion of disarmament, international co-operation, etc. Education has an important role to play in all these not only at the national but also at the international level. At the national level it is the responsibility of national teacher organisations. At the international level it is necessary to have an international

body to be the guardian and the voice of teacher organisations.

4. Human rights, whatever interpretation we may give to them, require a world-wide defence for the simple reason that a violation of human rights anywhere is a danger to human rights everywhere. Moreover human rights are basic to peace, justice and progress in the world and are, whatever some governments may say, matters of international concern and should be one of the aims of international activity. More specifically there are the rights of teachers for the protection of which there is international machinery which can be more effectively used by an international organisation of teachers.

5. National organisations of teachers, even in the developed world, have to be strengthened and made more effective. There is always room for expansion, development and strengthening of a national organisation. This can be best achieved by teachers of the world pooling their resources and working with each other and for each other through the medium of an international body.

6. Finally, the key to education for international understanding, co-operation and peace is the adequate preparation of the teacher. An element in this preparation is something no training college or in-service training course alone can give and that is a spirit of solidarity among teachers from all parts of the world, irrespective of race, sex, religion, political philosophy, etc. An international organisation of teachers working for common goals can promote this solidarity and lay a strong foundation for education for international understanding, co-operation and peace.

b) Different international teachers' organisations

There are to-day in the world four recognized international teachers' organisations. These in alphabetical order are: FISE (that is the World Federation of Teachers' Unions) whose headquarters are in East Berlin in the German Democratic Republic; IFFTU which stands for the International Federation of Free Teachers' Unions which is the educational secretariat of the International Confederation of Free Trade Unions headquartered in Brussels; WCOTP which is our organisation with its headquarters in Morges, Switzerland; and W.C.T. which is the acronym of the term World Confederation of Teachers which is the educational secretariat of the World Confederation of Labour which was once the International Federation of Christian Trade Unions. There may be others but these four are the best known and recognized by the organized international community, namely the United Nations and its Specialized Agencies.

c) Basic patterns of organisations

There are various patterns of teachers' organisations. The following are among the basic ones:

- an organisation can be concerned, among other things, with the promotion, in the educational field, of a political ideology, for example communist or anticommunist. This is not the goal of WCOTP;

- it can have as one of its aims - expressly stated or implied - the promotion of a particular religious philosophy. This too is not the goal of WCOTP;

- it can declare that it is largely or entirely a trade union and insist that its national affiliates belong to their national trade union centres. This WCOTP has not done nor will it ever do;

- it can promote a particular concept of education- comprehensive, selective - foster a particular level of education - primary or secondary - or serve a particular subject area such as science, reading, mathematics, etc. This is certainly not the aim of WCOTP;

- it can be financed, overtly or tactfully by a government with of course its own philosophy and its own ambitions. WCOTP does not fall into this category.

What then is WCOTP? It is an international Confederation of Organizations of the Teaching Profession, regardless of their national, political or religious philosophy; regardless of their being purely professional or purely trade unionist, regardless of the particular concept of education they have and regardless of the particular educational level they aim at fostering, or the particular subject area with which they are concerned. Finally, WCOTP is not financed - entirely or partly; directly or indirectly - by any government. In other words, WCOTP is a politically independent non-partisan force at the service of education and the teacher. Its aim is to promote the development of education and enhance the status of the teacher without interfering in any way the autonomy of its affiliates. As our Secretary General stated most forcefully at the seventh WCOTP Asian Regional Conference in Tokyo in 1979, "We are a parliament, we are not a party". This is what gives WCOTP its unique character, its particular strength and its recognition by all governments whatever their particular nature.

d) The rights and obligations of teachers

WCOTP believes that teachers must be assured of their pro-

fessional freedom so that they may teach freely according to their conscience; that teachers are entitled to security of tenure and to suitable terms of employment and conditions of work; that they have a right to be consulted on educational issues; that as citizens of their countries they cannot be deprived of their civil and political rights and that as workers they are entitled to the rights and freedoms enshrined in the relevant United Nations and ILO Conventions and more specifically spelt out in the ILO/Unesco Recommendation on the Status of the Teacher. It must also be stressed that WCOTP is concerned with, and has made serious efforts to promote the professional competence and dedication of the members of the teaching profession.

Lest there be any misunderstanding I wish to make it clear that WCOTP confines itself to educational matters and to trade union issues concerning teachers. There are those who wish us to take a broader view and to intervene on other issues of moral principle - such as the treatment of dissidents in the Soviet Union. Shocked at such developments as many of our members are, our Executive Committee has taken the view that unless we apply some limits to the scope of issues in which we will involve ourselves, we will enter a field of action which will lead us into very broad political debates and will seriously damage our excellent record in the education and trade union field. We do not eschew political issues if they affect education or teachers but we will not act on political issues as such.

e) Stimulates new thinking on educational issues

Before teachers can play a significant role in promoting the emergence of a "brave new world", they have to be made aware of the nature and the magnitude of the problems facing them; they have to be equipped for the challenges that lie ahead, and they have to be given their due place in society. To the achievement of this three-fold task WCOTP has over the 28 years devoted its energy and resources. Through its varied programme of activities, WCOTP has been able to stimulate new thinking on educational issues, promote an exchange of ideas among teachers from countries with different cultures and traditions and in different stages of economic and social development, pave the way for the enhancement of the status of the teacher, and facilitate the formulation of positive responses to the requirements of a rapidly changing society. It is not surprising therefore that in 1979, the NGO Committee for the International Year of the Child invited WCOTP to be the lead organisation of the Working Group on the Right of the Child to Education.

The principal methods adopted for drawing the attention of teachers to the varied aims of modern education and providing them with a forum to consider concrete programmes of action are

the World Assemblies, the Regional Conferences and National Seminars. The Confederation also uses its publications for this purpose. A glance at the principal themes of these meetings, the other subjects discussed during them, and the titles of some of the articles in its publications show how realistically the Confederation has been alive to current issues and how even on occasion it was, in a sense, ahead of its time.

Some of the more significant topics of the three kinds of meetings mentioned earlier were "Education for Peace", "Increasing International Understanding Through Teaching About the United Nations", "Education for Global Community", The Role of the Teacher in the Promotion of Human Rights", "The Changing Role of the Teacher in the School of the Future", "Education in a Technical Age", "The Teacher and the Well-being of Society", "The School and the New International Economic Order", "Education for National Development and International Cooperation", "Today's Schools for Tomorrow's Needs", Family Life Education", "The Pre-school Child", "Education for Environmental Protection", "The Status of the Teacher", "Education for the Rights and Responsibilities of Trade Union Membership", "Matter of Trade Union Concern to Teachers", etc.

f) Promotion of dedicated and competent teachers

Knowing the nature and magnitude of various problems, being aware of developing educational aims, and having some concrete plans for promoting effective action are very good in themselves, but one of the essential factors for relevant and quality education is a professionally competent and genuinely dedicated teaching profession. This is another aspect of education which has absorbed the attention of WCOTP from its early days. The task became more challenging with the process of decolonisation which gained momentum in the 1960's and a large number of countries in the African continent and in the Caribbean area gained independence. With the emphasis which the new national governments gave to education, which had up to the end of the colonial period been the privilege of only a few, there was a pressing need for qualified and trained teachers in these countries. WCOTP met this challenge in a number of ways. It organized, or helped its national affiliates in these countries to organize, numerous in-service teacher training programmes. With the assistance and through the co-operation of its member organisations in the Western world, it was able to provide short-term courses for many teachers from the Third World. It also devoted its Assemblies and Regional Conferences to deal with such related issues as "Teacher Shortage", "Education for Teaching", "Parent-Teacher Co-operation", "Conditions of work for Quality Teaching", "The Role of Teachers' Organisations in Educational Planning", etc. Today, almost all the organisa-

tions which were assisted to deal with such matters continue to carry out related programmes of their own which are more closely applicable to the requirements of their particular conditions. Finally, with the assistance of its international members and the work of various specialized committees which were set up as circumstances required, WCOTP has been able to organize special studies on such subjects as "Teacher Education", "Health, Physical Education and Recreation", "Education of the Handicapped Child", "Rural Education", "Science Education", "Audio-visual Education", etc. The reports of these activities constitute a vast, varied and valuable compendium of ideas which educators and educational administrators the world over can consider in their efforts to reform or revise curricula and improve the quality of teaching various subject areas.

g) Major role in promoting teacher status

While paying considerable attention to the administrative, academic and pedagogical aspects of education, WCOTP also carried out campaigns based on the premise that a sine qua non of quality education is the enhancement of the status of teachers, the improvement of their conditions of work and the establishment of effective machinery for the protection of their rights and freedoms. Hence, quite early in its history it alerted its members to these requirements by devoting its World Assemblies and other meetings to these issues.

In 1947, i.e. five years before WCOTP was established, Unesco had called for a Teachers' Charter. This was supported by three teachers' organisations which were functioning at that time, namely the International Federation of Teachers' Associations, the International Federation of Secondary Teachers, and the World Organization of the Teaching Profession all three of which joined in 1952 to form WCOTP. The new body did not lose much time and it began in 1953 to prepare for its World Assembly (held in Istanbul in 1955) on "The Status of the Teaching Profession". As a follow-up of the Assembly, WCOTP carried out an intensive programme in all continents; surveys were made, and studies carried out on the status of the teacher in different regions. Seminars and conferences were conducted on the same topic and a mass of information was collected and collated. Hence, when in 1959 ILO commenced a series of meetings on "The Economic and Social Conditions of the Teachers", WCOTP was in a position to submit an extensive body of factual information which no doubt facilitated the work of these meetings. It is not at all surprising therefore that the President of WCOTP was elected Chairman at the first of these meetings and that the second meeting was held under the chairmanship of the Secretary General of the Confederation. At the final Expert Conference the then Vice President of WCOTP, the late Shri Natarajan, was elected Chairman, while the Secretary

General of the Confederation served as Chairman of the Editing Committee. At this meeting the basic working document for the special Inter-governmental Conference summoned by Unesco was assembled. The final result was the adoption in October 1966 of an International Recommendation Concerning the Status of Teachers. At this Conference the Secretary General of WCOTP who was a member of the US delegation acted as Rapporteur. This is the first such "Recommendation" in history and it represents a giant step in defining the responsibilities and asserting the rights of the teaching profession throughout the world. The history of the gradual evolution of this document will show that WCOTP played a significant and major role in its preparation, formulation and final adoption.

h) Watchdog of teachers' rights

It was agreed that a survey of the implementation of the Recommendation would be made every five years and this was done by a Joint Unesco/ILO Committee consisting of "twelve independent personalities with an intimate knowledge of the subject". This is typical United Nations terminology and organisations like WCOTP have to be watchful of these bodies. Actually, and quite rightly, WCOTP criticized the manner in which the Committee was set up and stressed that teachers' organisations should be involved both in the establishment and in the work of the Committee. While the Committee, which met in 1971 and again in 1976, sought information from government as to the degree to which the Recommendation had been implemented, WCOTP made its own surveys with the assistance of its member organisations and thus facilitated Unesco's and ILO's work in monitoring the extent to which governments and other educational authorities had given effect to the Recommendation. This is a continuing process and the Confederation will not cease to act as the watchdog of the interests of the teaching profession as a whole. In these matters, however, WCOTP as an international organisation can take action on issues which are considered of a purely domestic nature only at the request of a local teachers' organisation or other related bodies. That on numerous occasions teachers' organisations, stretching across the world from Chile, Peru and Canada in the West to Japan and Australia and Fiji in the East, have appealed for WCOTP's intervention in connection with a violation of the rights of their members, is evidence on the one hand of the confidence teachers' associations or unions have in the Confederation; on the other hand it is a tribute to WCOTP's work in this particular field. It is gratifying to note that WCOTP's prestige in international and national circles is such that in some of these cases a cable from the central office of the Confederation achieved its objective. In other cases the personal intervention of the President, Secretary General or a member of the Executive

Committee was necessary. While in a majority of cases the final results were satisfactory, it must be admitted that in a few instances the problems have still to be solved.

i) Teacher organisation development

If WCOTP has been able to achieve so much in what is numerically so short a time, credit must go - among others - to the strength, viability and effectiveness of its member organisations. The improvements which WCOTP has been striving to bring about depend, in the final analysis, on the attitude of governments which are generally more sensitive to national pressures than to international appeals and criticisms. This is why WCOTP has over the years devoted considerable attention to helping teachers to establish, develop and strengthen national teachers' organisations. It has naturally paid attention to the development of teachers' organisations in Africa, Asia, Latin America and the Caribbean islands where, for historical reasons, voluntary organisations of the modern type had not taken root fully. Numerous training courses and workshops have been conducted in these regions. These projects dealt with such subjects as the organisation, financing and functioning of teachers' associations or unions; ways and means of representing teachers' interests; co-operation with governments and other educational authorities; the working conditions of the teacher, including the implementation of the Unesco/ILO Recommendation Concerning the Status of Teachers; material benefits which could be provided to members; co-operation between members in a particular region; communication techniques; methods of collective bargaining; grievance procedures and legal protection, and a host of other related subjects. The latest, and the most ambitious programme of this kind is the "WCOTP Institute for Teacher Organisation Development", which has been held so far in Switzerland, Africa, the Caribbean and Latin America and in Asia. This Institute, these seminars, study courses and workshops have been of great value and WCOTP is indebted to its member organisations like the Canadian Teachers' Federation, the National Education Association of the United States, the Australian Teachers' Federation, the Council of International Trade Union Cooperation of Sweden, the New Zealand Educational Institute for their financial assistance and participation in some of these programmes.

j) WCOTP at the international level

Apart from its considerable work in ensuring that educational developments keep abreast of changing conditions and are suited to the circumstances in which different systems have to operate, WCOTP has - by its expert advice - assisted whenever necessary and relevant in the educational conferences of Unesco and other members of the UN system. It has also

regularly submitted comments on relevant elements of Unesco's draft programme for ensuing biennia. Finally, it has co-operated with other non-governmental organisations, including the three other international teachers' organisations, in their educational activities by participating in their meetings and where feasible carrying out joint programmes with them. Thus, the influence of the Confederation has extended beyond the confines of its own membership and its contribution to the theory and practice of education has been much wider than the spread of its own affiliates.

h) Future developments

Before concluding it is useful to share some thoughts about future developments. As the basis of WCOTP are its national affiliates, it is essential that these bodies, where necessary, increase their membership, step up their activities, and participate even more effectively in WCOTP's regional and international programmes. It is important to intensify the spirit of solidarity which has been developing over the years in the Confederation, and which has made it a really strong movement. Its members come from the north, south, east and west; they are of different ethnic origins; they have different cultural and spiritual backgrounds and they are citizens of countries in different stages of economic and social development. All this is true, but they all have one thing in common. They are teachers and they realize that, whatever politicians and civil servants may do, the quality of the next generation of young people and adults and the future of their countries and the world at large lies to a great extent in their hands. This is a tremendous responsibility and if all work together, even more closely than they have done in the past, WCOTP shall go a long way towards achieving the noble and laudable purposes for which it was established in 1952.

PART III

RESOLUTIONS

RESOLUTIONS

FAMILY LIFE EDUCATION

Preamble

The Third WCOTP Pacific Regional Conference of Teachers meeting in Suva, Fiji, having considered the Guide for Teachers' Organisations on Family Life Education prepared by the WCOTP in consultation with the International Planned Parenthood Federation (IPPF), agrees fully with the following explanation from that Guide:

"What is Family Life Education?

Family life education is not a new concept. It is the education that every individual receives, usually through informal channels, to prepare for adult life so that it will be as satisfying and responsible as possible. It is a process that begins almost at birth and continues throughout life. Every society is of course different and its members will come to different conclusions about the content of family life education that is most appropriate for that particular culture. However, it is possible to identify some of the needs commonly felt by young people throughout the world and to indicate some broad objectives that have emerged from existing family life education programmes and their general scope:

NEEDS

- coping with the physical and emotional changes which take place during the process of growing up
- establishing and maintaining satisfying relationships with others - within the family, with friends and in society at large
- understanding and responding positively to changing situations, for example: the breaking down of traditional structures, the changing role of men and women
- developing the necessary values and skills for successful marriage, child-rearing, belonging to a family, community and society

OBJECTIVES

- to contribute to the complete development of the individual in a way which will maximize personal growth and happiness
- to assist in preparing young people for the rights and responsibilities of adult life
- to help young people in the process of clarifying or formulating their attitudes and values so that they will adopt responsible behaviour - responsible to themselves as well as to others

- to assist in the development of effective communication, evaluation and decision-making skills in matters relating directly and indirectly to family life, personal relationships and membership of the community

SCOPE

- health: including maternal and child health, child spacing, nutrition, hygiene, the prevention and management of disease

- psychological and emotional: including roles and relationships within the family, between partners, friends and different generations

- social: including decisions on when to leave school, what work to do, when and whom to marry, when to have children, and the social implications of these decisions; the status of women and equality of opportunity; the functions of the family and how a sound family life can contribute to the well-being of society as a whole

- developmental: the role of the family in preparing all its members to make the fullest possible contribution to national development

- moral: the responsibilities of parents towards their children, the rights of family members and their responsibilities towards others in the nuclear and extended family; the preparation of young people for a mature and responsible attitude towards sexual relationships

- economic and welfare: including the basic needs of the family home management and budgeting; the relationship of family to working life

- legal: including laws of inheritance, age of marriage, rights of family members

- cultural: including traditional and religious norms and practices

- civic: including the contribution of the family to community life, preparing young people for civic responsibilities"

The Conference is aware that South Pacific communities recognise that various social, economic and political factors (e.g. rapid change and urban drift) threaten the family unit, the traditional basic unit of South Pacific society. As a response to this threat, the Conference sees a need for the investigation of these social, economic and political factors and for their

national regulation to preserve the forms and quality of family life desired by the people.

The Conference further holds that education for family life is an essential element in the formal, non-formal and informal education of South Pacific communities.

The Conference maintains that the educational guarantee contained in the international declaration governing children's rights includes a right to a family life education component. This component should in no way disadvantage children who have experienced childrearing practices which vary from the norm. Nor should it ignore the variety of ways in which different groups and individuals choose to organise their lives in the cultural diversity of many South Pacific communities.

The Conference further maintains that while a multitude of community agencies can assist in the process of family life education, the major responsibility in this process rests with the family and the school.

RECOMMENDATIONS

In the light of the considerations outlined above, the Conference calls on teachers and teachers' organisations to address themselves to the following tasks:

1. To examine the need for, the aims and content of, the approach to and the effectiveness of family life education - formal, non-formal and informal - already operating in their communities as a first step in promoting the programmes that should be conducted in schools.

2. To encourage schools to work closely with their communities, and most importantly with the parents, (a) to determine the school's role in family life education, (b) to decide the content of family life education programmes, (c) to monitor the progress of these programmes and (d) to evaluate their success.

3. To encourage schools to step up their efforts to establish closer links with parents by the formation and strengthening of Parent-Teacher Associations.

4. To encourage those schools in which responsibility for family life education is shared by a number of teachers or distributed across various subject areas to co-ordinate their programmes so that unnecessary duplication is avoided and programmes are comprehensive.

5. To take full advantage of the other resources in the community (e.g. those available through government departments, voluntary agencies and parents in conducting family life education programmes.

6. To press for the provision of adequate pre-service and regular in-service training of teachers in family life education; and where teachers conduct their own in-service training to include training for family life education.

7. Recognising the importance of the "hidden curriculum" in either reinforcing or negating the formal curriculum, to encourage schools to regularly review their structure and practices to ensure that they are consistent with the avowed aims of the family life education being carried on in those schools.

8. To promote amongst all agencies involved a sense of urgency in implementing agreed family life education programmes.

9. To press for and encourage the recruitment of men also for both primary and pre-school teaching in order to promote the balanced education of children in their emotional as well as their physical and intellectual development.

10. To promote investigation of the social, economic and political factors which threaten the forms and quality of family life, by governments, universities and other research agencies, international bodies (such as WCOTP, Unesco, ILO and the UN) and other organisations, and undertake such investigation themselves; and to press for appropriate government action based on the results of these investigations.

11. Recognizing that the majority of children of school age in the world are still outside formal education systems, to take the initiative in organizing family life education for such children until the aim of universal childhood education is achieved; and to continue to work towards the achievement of that aim as a matter of highest priority.

12. To draw up a plan of action in each country for the implementation of the above recommendations; such plan to include co-operation with governments and non-governmental organisations at national, sub-regional, regional and international levels.

SPECIAL RESOLUTIONS

I. FLE and the Year of the Disabled

Considering that 1981 will be the International Year for the Disabled, to pay due attention to the education of the handicapped and to ensure that in such education FLE is an essential element.

II. Education for Peace and Disarmament

The Conference urges all participating teacher organisations and teachers themselves:

to promote by all appropriate methods education for peace and disarmament so that with the reduction of international political tensions and adoption of measures leading to total and complete disarmament more resources can be allocated to education and educational services and

to initiate the preparation of curriculum materials on nuclear pollution, peace education and disarmament and make representations to government and non-governmental bodies, so that programmes based on these materials are introduced immediately, as war and nuclear pollution threaten the very existence of all families.

III. Nuclear Pollution and the Arms Race

This Third WCOTP South Pacific Regional Conference of Teachers abhors and condemns the proposed dumping of nuclear waste by the Japanese Government in the Pacific and declares that this dumping is a violation of the natural environment of the region, of the concept of a nuclear free zone in the Pacific, and of the rights of Pacific peoples, especially the children whose education and future family life is our primary concern.

Similarly, the Conference condemns other acts of nuclear despoliation of the Pacific in particular nuclear weapons testing by the French and Chinese Governments.

In view of the fact that the development of nuclear weapons systems represents the gravest threat to future generations of the Pacific region and the world, the Conference declares that all governments now engaged in nuclear weapons programmes have a responsibility to terminate such programmes in favour of full nuclear disarmament.

Finally, the Conference recommends to the teachers' organisations represented by their delegates that they adopt the foregoing, convey it to their respective governments and take other action in support of it.

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AIMS, RIGHTS, RESPONSIBILITIES OF TEACHERS' ORGANISATIONS

Preamble

The Third WCOTP Pacific Regional Conference has very carefully considered the Unesco/ILO Recommendation concerning the Status of Teachers and heard a report on the current position in relation to teachers' rights and status in the participating countries.

The Conference endorses the rights and responsibilities of teachers and their organisations contained in the Recommendation and relevant ILO Conventions and calls on all participating educators and, where they exist, the participating organisations

to take appropriate measures to promote in full the implementation of the Recommendation by national and regional governments and other educational authorities, thus giving teachers their due place in society and ensuring quality education for the children in their respective countries.

In particular the Conference maintains that the right to establish and maintain a formally constituted teachers' organisation is the inalienable right of teachers irrespective of their nationality or national situations and recognizes unanimously the obligation of teachers to set up such an organisation and conduct appropriate activities for the development of education, the improvement of the professional competence of their members and the enhancement of their status in keeping with the rights and obligations enunciated in the Recommendation.

The Conference finally considers that the following constitute an essential statement of the aims, rights and responsibilities of a teachers' organisation.

I. The Aims of a Teachers' Organisation

1. To promote the cause of education ensuring for all children the right to education as stated in the United Nations Declaration of the Rights of the Child.

2. To be recognized by the government and other educational authorities as the collective voice of its members.

3. To participate in educational decision making and to ensure that such decisions, as are conducive to quality education, are implemented by the administration.

4. To promote the standing of the teaching profession within the community.

5. To make effective provision for the welfare of their members and the families.

6. To co-operate with other relevant bodies for the development and improvement of education be these bodies international, regional, national or local.

7. To protect the professional freedom of teachers and to secure for them the full exercise of their civic rights as stated in the Unesco/ILO Recommendation concerning the Status of Teachers.

II. The Rights of a Teachers' Organisation

1. To organize a union or association for securing for teachers the rights stated in the Unesco/ILO Recommendation.

2. To draft and adopt its own constitution and by-laws with no external interference or influence whatever.

3. To be free in its day to day functioning from any form of political or other interference.

4. To enjoy full legal status necessary for its effective functioning for securing its aims and objects.

5. To be legally recognized as a body for protecting the professional interests of its members.

6. To participate in educational planning and reform and more specifically in curriculum development and determination of class size.

7. To collective bargaining with teacher employers, be they national or local governments, or private managements on the terms and conditions of the work of teachers.

8. To work with other teachers' organisations at the national or international levels.

9. To see that in the appointment, transfer and promotion of teachers there is no discrimination at all, overt or subtle, on the grounds of ethnic origin, race, sex, religion, political affiliation etc.

10. To select and send delegates for educational meetings of recognized international teachers' organisations with no such restrictions as the deprivation of paid leave etc.

11. To industrial action as any other workers' organisation.

12. To demand and secure the establishment of appropriate and effective governmental machinery for the protection of the professional, economic, social, cultural, political and civil rights of teachers.

III. <u>The Obligations of a Teacher Organisation</u>

1. To establish, develop and maintain the highest professional standards among its members.

2. To maintain effective communication between the leadership and the grass roots of the organisation, between the organisation and the government and between the organisation and the general public.

3. To function in a democratic manner giving even its grass roots members a role in the decision making process of the organisation.

4. To protect the interest of its members and their families and the educational welfare of society as a whole.

5. To see that provision is made for relevant education for all the children in the country and to ensure that children are not discriminated against in any way.

6. To secure provision for life-long education to meet the needs of the individual and the requirements of the community.

7. To promote the recognition of the value of cultural diversity and to encourage respect for cultural values conducive to the progress and development of the community.

8. To carry out a sustained and relentless campaign for the full implementation of the Unesco/ILO Recommendation concerning the Status of Teachers.

9. To ensure that teachers and other members of the community are not deprived of their civil and political rights as well as of their economic, social and cultural rights.

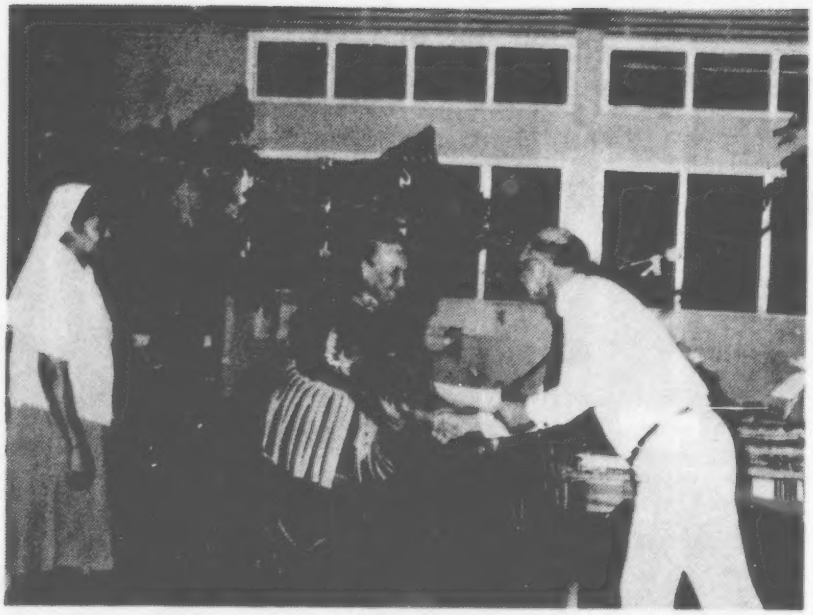
10. To participate actively in the work of the international teachers' organisation of which it is a member.

IV. Conclusion

1. Existing teacher organisations were urged to set up a task force to study the effectiveness of their existing structures and communication techniques in the light of present day realities and to propose suitable improvements.

2. Teachers in countries which have no organisation at present were urged to set up such movements and to appeal to WCOTP for guidance and advice.

3. WCOTP was requested to consider organizing a Teacher Organisation Development Programme for teacher unions or associations in the "islands".



Delegates receive certificates

Delegates receive certificates

ANNEX I

FAMILY LIFE PROGRAMME

(Growing up in the Family)

SCOPE OF THE COURSE: Personal development and relationships within the context of family life.

AIMS: To introduce the idea of the self-concept and further the individual's understanding of self.

To explore the nature of personal relations with parents and peers.

To introduce and discuss topics relating to sexual development and relationships.

To bring into open discussion questions or problems in any of these areas which worry pupils.

To demonstrate that sexually related topics may be discussed freely and frankly in the co-ed setting with adults of both sexes and to provide a climate and a vocabulary that will make this possible.

To promote an informed and responsible attitude to personal relationships and family life.

INTRODUCTION: The course is planned to last about 6 weeks and to replace the FAMILY unit of the 4th Form Social Studies syllabus.

The course will be taken by the normal social studies teacher, supported where appropriate by the Guidance Counsellor.

Where possible, the course will be extended as an integrated programme with the class English and Science teachers.

METHODS: Topics will be introduced normally by use of taped material from the BBC series of Educational broadcasts 'Learning About Life'.

Class and small group discussions.

Formal lessons to provide information on topics.

Use of questionnaires.

Role plays.

Films

Involving parents

(Submitted by the Post Primary Teachers' Association of New Zealand)

ANNEX II

LIST OF PARTICIPANTS

AUSTRALIA

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Mr. Joeli Kalou	" " "
Mr. Meli Digitaki	" " "
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Mr. Shiu Charan	" " "
Mr. Pratap Chand	" " "
Mr. K.S. Naidu	" " "
Mr. Chattar Pal	" " "
Mr. Appal Naidu	" " "
Mr. Anil Kumar Sudhakar	" " "
Mr. R.L. Prasad	" " "
Mr. Amrit Lodhiya	" " "
Mrs. Saroj Prasad	" " "
Mrs. Doris Bauman	Fiji Red Cross Society, Suva
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